8th
LESSON PLAN

StandFo Evolution

Fly High

5 CLASSES A WEEK

3

LOWER SECONDARY

TEACHER BOOK

Day one Background
Bring back - map - means of transportation

8th

* Can/could abilities
- Age appropriate activities
- Movie Review - Genres
- Adjectives - Characters
- biography - personality
- months/ordinal year
- book excerpt - House items
- Parts of the Novel
- Adjectives

There to be
Prepositions of place
Interview
* Simple Past - Jobs
* Simple Present Narratives
* Simple Past Regular
Preposition time
There was/were
Simple Past Regular
Irregular

Literacy
Reader

Welcome

- Charity - Conjunctions (and, because, but, until, so)
* Simple Present x Simple Past
- A, An, Some, Any
- How many / How much
- Be going to / Will
- Intensifiers
- Fruits Vegetables
- School subjects
- Comparative - Superlative
* CAN (abilities)

StandFor Evolution Fly High is an educational solution aimed at Brazilian schools committed to educating bilingual students for the world. It covers all basic education, from pre-primary to secondary education, and it was especially designed with the needs and characteristics of Brazilian students and teachers in mind. Because of this, **StandFor Evolution** aligns its contents with those in other subjects, and therefore with the BNCC whenever possible.

The program seeks to contribute to students' protagonism in the learning process and to make the classroom a space for sharing knowledge in all directions: teacher-students, students-teacher, and student-student. In addition, the development of 21st-century skills permeate the activities proposed in each class.

The **StandFor Evolution Fly High** program features 180 classes (five per week) composed of activities meant to fit into a 40 to 50-minute class. The program covers cross-curricular content and has a language syllabus structured in such a way as to give you the flexibility to organize classes in a sequence that favors students' learning and that adapts to your school's reality and needs.

The program is organized into the following modules:

>> UNITS ..... 52 classes
>> CLIL ..... 8 classes
>> CLIL PROJECTS ..... 8 classes
>> DIGITAL SCIENCE ..... 3 classes
>> STEAM ..... 8 classes
>> STEAM PROJECTS ..... 8 classes
>> GRAMMAR ..... 8 classes
>> SPEAKING ..... 16 classes
>> LISTENING ..... 8 classes
>> READERS ..... 10 classes
>> STANDFOR PROJECTS ..... 10 classes
>> GAME ..... 4 classes
>> MUSIC ..... 3 classes
>> SOCIAL-EMOTIONAL LEARNING ..... 4 classes
>> REVIEW ..... 4 classes
>> ASSESSMENT ..... 4 classes
>> EXAM PRACTICE ..... 8 classes
>> FREE CLASSES ..... 12 classes
>> STANDFOR SERVICES ..... 2 classes

The **StandFor Evolution Fly High** program offers different kinds of classes organized into modules that bring diversity and dynamism into the classroom. Each module is associated with a different color.

UNITS The language syllabus is the focus of these classes. They focus on the development of four skills: reading, listening, speaking, and writing.

CLIL In these classes, cross-curricular content and language are integrated.

CLIL PROJECTS Students develop two cross-curricular projects that connect content with their daily lives and include language learning. Students create a final product and go through typical project stages to accomplish their goals: planning, production, and evaluation.

DIGITAL SCIENCE With step-by-step instructions, these classes include video lessons introducing science content in accordance with the BNCC.

STEAM In these classes, students have the opportunity to work with content related to the areas of science, technology, engineering, art, and math and develop a project in one class.

STEAM PROJECTS Students are challenged to create products related to the STEAM areas in four classes following a scientific methodology: hypothesis, planning, testing, evaluation, re-testing, final evaluation, and presentation.

READING These classes include activities that spring from the readings in the two *StandFor Graded Readers* books to promote enjoyment of the stories and reflection about their themes.

STANDFOR PROJECTS In these classes, knowledge is constructed out of group discussions about an issue related to cross-curricular content. The focus is on content, not language.

GAME These classes review and recycle the language structures and vocabulary learned in the units with fun activities.

MUSIC In these class plans, you are given ideas on how to work with songs in the classroom. Some classes deal with sounds and others give you suggestions for activities and sometimes songs to use with your students.

SOCIAL-EMOTIONAL LEARNING

These video lessons introduce Amber and Nicholas, who talk about teen-relevant issues and invite the students to reflect on their emotional reactions based on their own life experiences.

REVIEW These classes are an opportunity to review content and prepare students for the summative assessment moments.

ASSESSMENT Classes in which different activities, including a formal test, can be carried out, depending on students' progress and questions.

EXAM PRACTICE These classes give students a chance to familiarize themselves with international exams and get ready to take one if they wish to.

STANDFOR SERVICES The **StandFor Team** pays a visit to the school to interact with students and teachers in these classes. This means time for a storytelling activity or an English immersion day with lots of activities.

FREE CLASSES No content is assigned to these classes because they are meant for you to include activities of your own, just to adjust your calendar. Although the book suggests it is certain moments in the program, you can make use of them when you deem it necessary.

Unit Structure

The **StandFor Evolution Lower Secondary** program is an innovative collection whose urban and alternative design functions as yet another tool to appeal to and engage learners.

Because we understand that a little predictability can be very welcome, the units trace a path that will allow both teachers and students to anticipate, to a certain extent, what they will be working on from lesson to lesson.

There are eight units in each Handbook. All of them consist of a visually attractive opening spread and four lessons of two pages each. Although the four skills are used in every lesson, each of the four lessons in a unit has a main focus on one of the four skills:

>> **Lesson 1:** Reading

>> **Lesson 2:** Speaking

>> **Lesson 3:** Listening

>> **Lesson 4:** Writing

Opening Pages

All units begin with an attractive double-page spread with:

>> Non-verbal texts related to the theme of the unit;

>> The objectives of the unit;

>> A self-evaluation task.

These pages have been designed to give learners a taste of what they are going to talk about in the unit. The images and the visual impact of the opening spread are intended to engage students' curiosity about the theme and activate their existing knowledge. Although there are different ways you may explore the non-verbal texts, it is important that you suggest tasks that elicit what they already know about the topic. Here are a few suggestions:

>> Students read the title of the unit and look at the image. Next, they share with a partner three pieces of information they know about the theme of the unit.

>> In small groups, students take turns describing the image.

>> Students write a caption for the image.

Another important feature of the opening spread is the list of objectives. There will always be ten objectives per unit. One suggestion for working with these objectives is to ask students to read them and decide which ones they think will be more interesting or more challenging.

When you have finished the unit, students should go back to these pages, read the objectives, and do the self-evaluation task, using the stickers provided.

As a follow-up, talk to students about what can be done to improve the objectives they feel they need to work harder on. Encourage them to make a simple action plan, such as "read an infographic on a theme I particularly like" or "write facts and figures about a theme I particularly like."

Reading

Reading activities may occur in any lesson, but in **Lesson 1** the emphasis is on the development of reading skills. The chosen texts provide students with a wide range of genres and linguistic variants. Some texts are authentic and some have been adapted to make them more comprehensible to students. Whenever this is the case, the original visual presentation of the text is simulated to maintain the structure and characteristics of the genre.

The texts are presented with activities that allow students to analyze the genre, as well as pre, while, and post-reading activities. These may not necessarily be in the Units, however, the **Teacher Book** includes suggestions of how to help students develop their reading strategies.

Some of the reading texts have also been recorded. We recommend that you play the audio when the students first encounter the text in order to foster reading fluency, preventing students from pausing at unfamiliar words, and also to allow them to experience pronunciation features of the language, such as linking and intonation.

Communication

This section appears mostly in **Lesson 2**. The activities in **Communication** aim to develop accuracy in speaking, as opposed to oral fluency and personal expression, which is the primary focus of the activities indicated by the speaking icon. The proposed activities range from more controlled practice (repetition, drills, grammar games, etc.) to less controlled ones (cued-dialogs, A/B activities, etc.), culminating in production (fluency practice in speaking). Suggestions of freer speaking activities are also provided in the **Teacher Book**.

Listening

Just like **Reading**, **Listening** may appear in any of the four lessons. It is in **Lesson 3**, though, that the focus is on the development of listening skills. To ensure the **Student Handbook** offers a great sample of English variants, the speakers come from different regions of the world and they may or may not be native users of the language. In **Lesson 3**, the genre and social function of the text are more relevant than the grammar and images that accompany the tasks. Audio scripts for oral texts are provided in this **Teacher Book**.

Writing

The units culminate with written production in **Lesson 4**. Students will be asked to produce a text belonging to a textual genre. This may be the same genre explored in **Lesson 1** or a different one. Whenever this is the case, the lesson will come with a model text of the same genre so students can explore and analyze its conventions (what it is, who writes it, who is the target reader, why it is written, where it appears, the layout, style, text structure, lexical and grammatical features, etc.).

Students should always be encouraged to follow the steps in their writing process, which include planning, drafting, revising, and writing a final draft. The step-by-step instructions regarding these stages may be suggested on the same page as the proposed task or in the **Teacher Book**. Here are other suggestions you may use with students:

Planning

- Students brainstorm ideas for their texts orally in large or small groups and make a mind/concept map.
- Students make a list of useful vocabulary and grammar items according to the genre or topic of the text.
- Teacher elicits rubrics for self-assessment and evaluation.

Drafting

- Students explain to a partner what they plan to put on paper.
- Students are encouraged to use dictionaries and their books as reference material.
- Students use rubrics as a checklist while they are writing their texts.

Revising

- Students read and revise their own text, focusing on the rubrics.
- Students look critically at a partner's text and make comments based on the rubrics.
- Students read a partner's texts and make constructive comments on content and form.

Grammar

Grammar is an important feature of learning a language and this section may appear in any of the four lessons. There may also be more than one topic per lesson. Whenever this happens, a new subtitle will be provided. The rule activity will appear in most cases and is an integral part of the section, as it helps students figure out the rules by themselves.

Pronunciation

This section may appear in **Lesson 2** or **3**. It usually provides highly controlled speaking practice. The section may also occur as pre-listening activity in **Lesson 3** in order to warm students up for the oral text or, less frequently, after the listening task as a noticing activity. There may be more than one topic per lesson.

Cross-references

These indicate the page students should go to for more practice or information about a topic. There are cross-references to:

- Review
- Workbook
- Grammar
- Word Bank

QR Codes

These enable students to have easy and quick access to a number of videos presented by Amber and Nicholas. There are four QR codes in each Handbook.

Boxes

TIP(S)

This section may present general tips on grammar, vocabulary, pronunciation, or more detailed information about a topic, such as the metric equivalent to one foot.

THINK TANK

Students are asked questions that encourage them to engage in critical thinking activities, which may involve expressing opinions appropriately or answering a question that raises their awareness of their language or culture.

This box provides cultural tips and information to expand students' knowledge of a topic, such as an artist or other cultural element mentioned in a text.

SOCIAL-EMOTIONAL LEARNING (SEL)

Students are asked to consider their social and emotional responses. These may involve raising their self-awareness or discussing responsible decision-making, among others. Tolerance and inclusion, freedom and responsibility are some of the values students are encouraged to think about and discuss.

Rule

Grammatical or lexical rules are presented through inductive activities in the Grammar or Vocabulary sections.

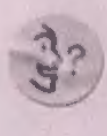
Icons

The following icons indicate the type of activity students will be engaged in.

Audio

Speaking

Stickers

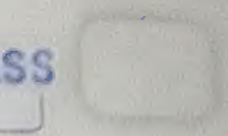

Language Variation

Cutouts

Write in your notebook

FLEXIBLE PROGRAM

Although the class plans in this **Teacher Book** come in a pre-determined sequence, there are many other possible sequences in which the classes can the arranged. To make the reorganization of the material possible, each class was designed to be used regardless of what class came before or after. In addition, we created a **class heading** so that you can number your classes in the order that best suits your objectives and your institution's.



Program Planning

In order to illustrate how the flexible program works, we provided two program options. Once you understand how the program works, you can create your own program if you like.

Program A

The class plans in this **Teacher Book** are organized interposing the language syllabus and the other diverse modules. A possible word to describe this program could be "mixed." This order will suit the teacher who doesn't like monotony and enjoys variety and diversity in the weekly schedule.

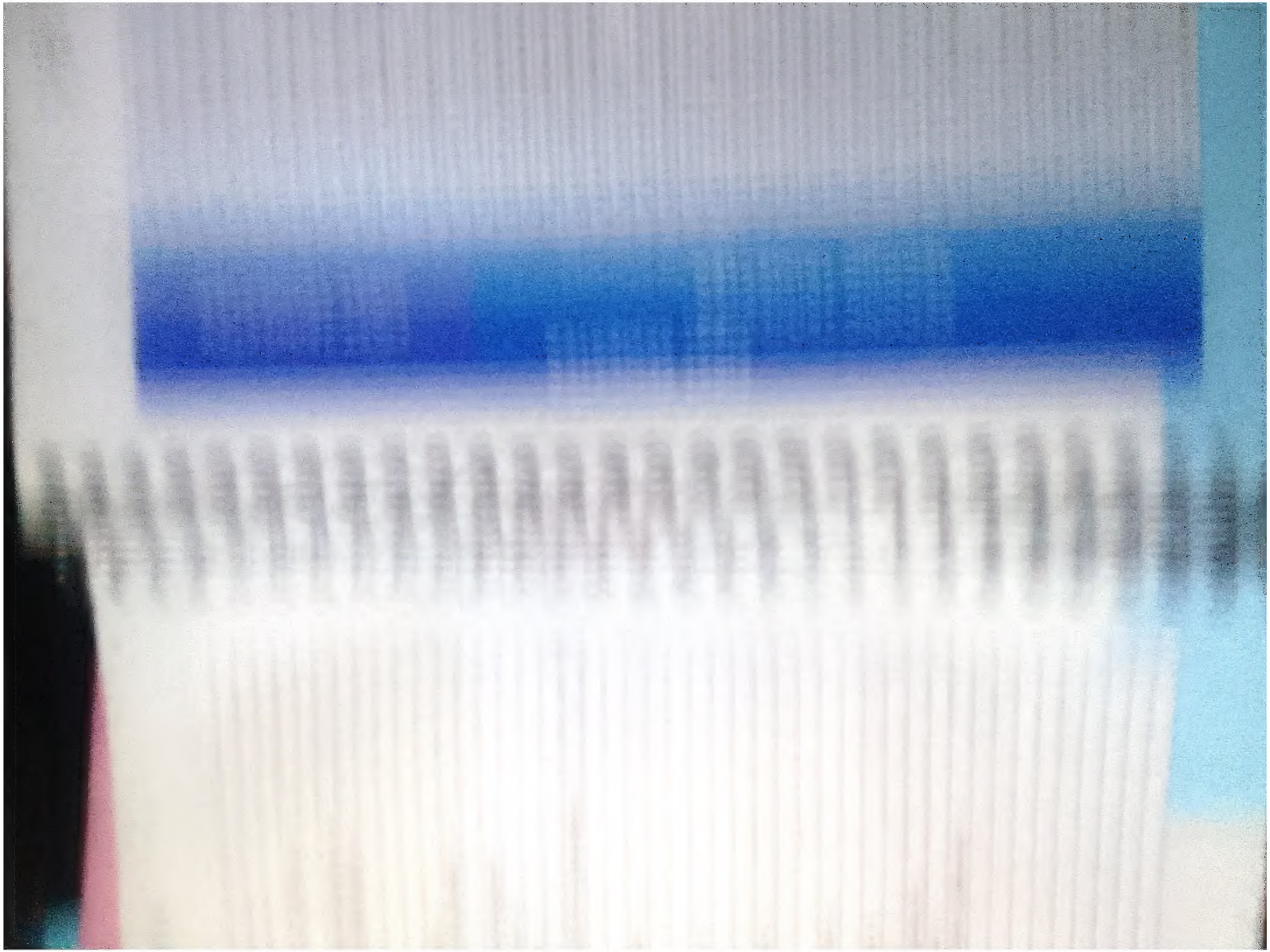
Program B

In this program the modules and units follow each other in complete mini-cycles. This sequencing will best suit the teacher who enjoys the regularity of cycles with clear beginnings and endings.

If you choose to follow this sequence, you can use the **class heading** on the top right of each class plan to write the number of the class in the proposed sequence to orient yourself.

Your Program

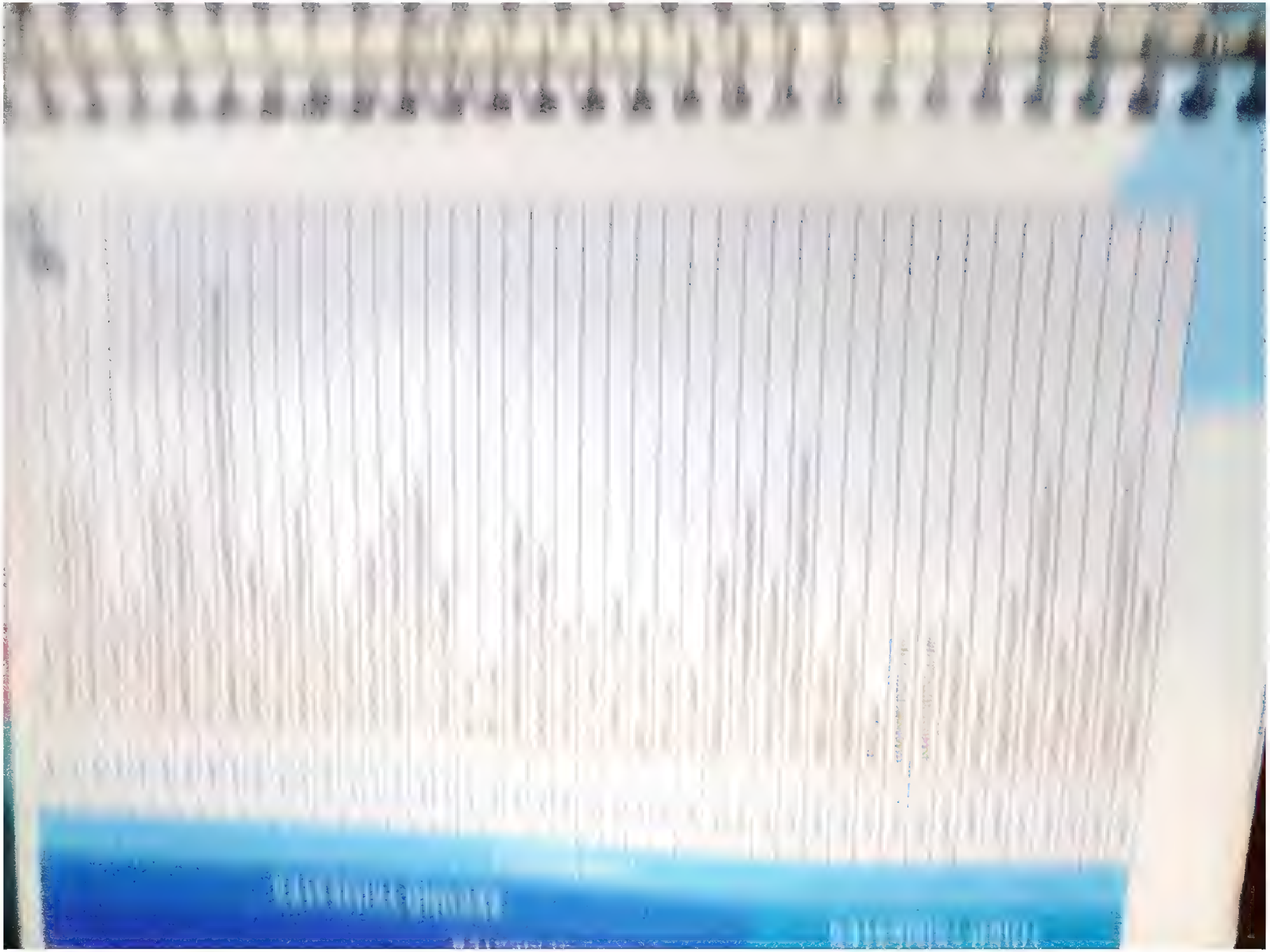
If you would like to personalize a program to your specific needs and teaching style, there is a blank annual program template available at Soulonica.com.br for you to customize your own **StandFor Evolution** annual program. You can use the **class heading** on the top right of each class plan to write the number of the class in the proposed sequence to orient yourself.



FIRST SEMESTER

SECOND TRIMESTER

FIRST TRIMESTER



SECOND SEMESTER

THIRD TRIMESTER

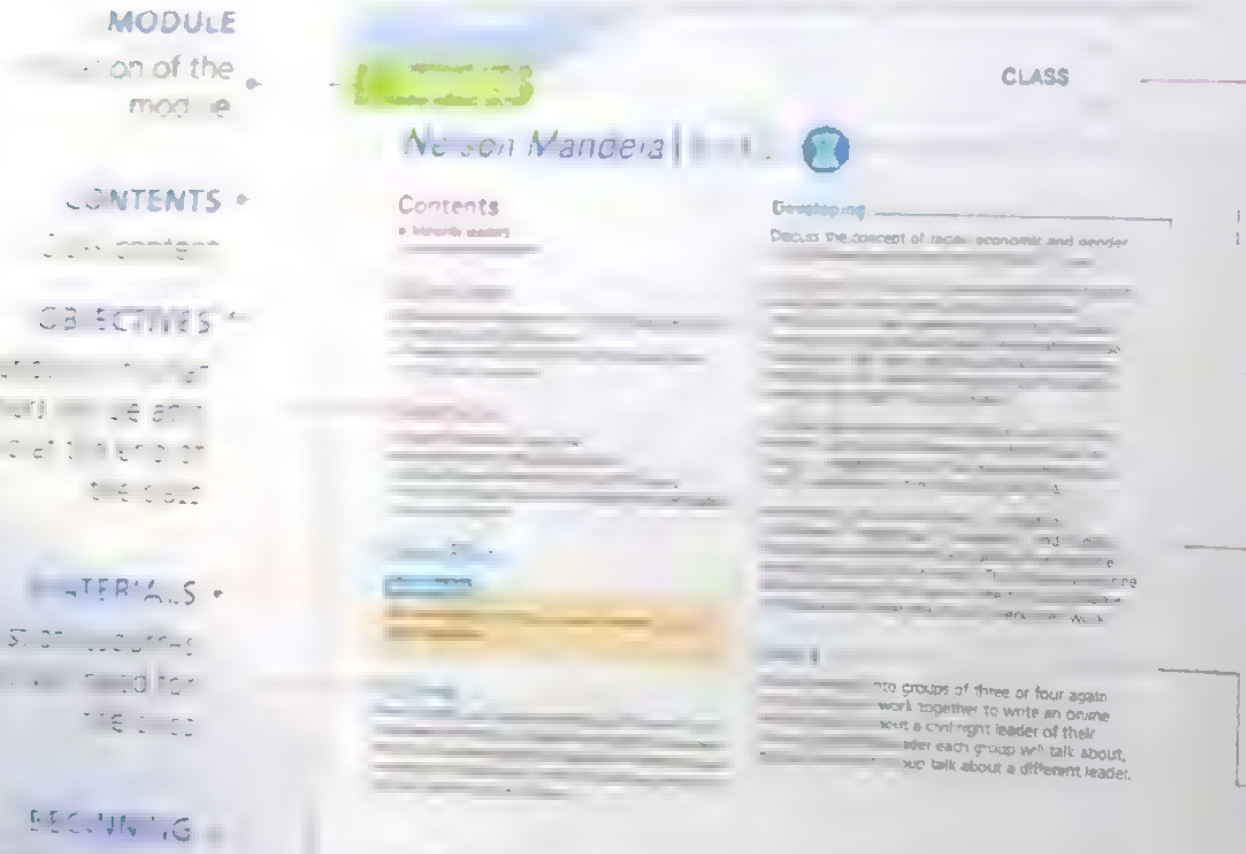
	TEAK Nos. Unit 7 • Digital Hab
	UNIT 7, Lesson 3 | Part 1
	GRAMMAR, Unit 7 • Uses of **Should**: Advice and Suggestion
	UNIT 7, Lesson 4
	CLIL PROJECT, Is Social Media Good for You? | Part 4
	CLIL, Unit 7 • To Share or Not to Share
	STEAM, Unit 7 • Tesselation
	FREE CLASS
	UNIT 8, Lesson 1 | Part 1
	UNIT 8, Lesson 1 | Part 2
	SPEAKING, Unit 8 • Playing a Game
	STEAM PROJECT, The Reverse Engineering Challenge | Part 1
	UNIT 8, Lesson 2 | Part 1
	UNIT 8, Lesson 2 | Part 2
	STEAM PROJECT, The Reverse Engineering Challenge | Part 2
	GRAMMAR, Unit 8 • Present Progressive for Future
	LISTENING, Unit 8 • Artificial Intelligence
	UNIT 8, Lesson 3 | Part 1
	UNIT 8, Lesson 3 | Part 2
	STEAM PROJECT, The Reverse Engineering Challenge | Part 3
	SPEAKING, Unit 8 • What Will Life Be Like in the Future?
	UNIT 8, Lesson 4
	STEAM PROJECT, The Reverse Engineering Challenge | Part 4
	CLIL, Unit 8 • What's the Weather Like Tomorrow?
	STEAM, Unit 8 • Maker Culture
	SOCIAL-EMOTIONAL LEARNING, Unit 8 • Making a Robot
	REVIEW, Units 7-8
	ASSESSMENT, Units 7-8
	FREE CLASS
	READER, *The War of the Worlds* | Part 1
	READER, *The War of the Worlds* | Part 2
	READER, *The War of the Worlds* | Part 3
	READER, *The War of the Worlds* | Part 4
	READER, *The War of the Worlds* | Part 5
	MUSIC, Future Tense
	EXAM PRACTICE, Unit 7
	EXAM PRACTICE, Unit 8
	DIGITAL SCIENCE, Animal Cells
	DIGITAL SCIENCE, Cell Division
	DIGITAL SCIENCE, Plant Cells
	FREE CLASS
	STAND FOR SERVICES

TEACHER BOOK

The **StandFor Evolution Teacher Book** is the key to planing, developing, and delivering [illegible] classes. It was created to give teachers flexibility to arrange the classes in the [illegible] sequence that best suits their needs and fits the school's and students' characteristics. All [illegible] are there to make the planning of your classes easier, but there is always room to include your own ideas and experiences instead of simply following the suggestions included in this **Teacher Book**. You should feel free to adapt anything to the specific characteristics and circumstances of each class.

Class Planning

The class plans in this **Teacher Book** are organized like this



[illegible]

- [illegible] the sequence and timing of activities
- [illegible] your principles and beliefs.
- [illegible] provides you with a record of what has been [illegible]

Remember that you can always adapt the class plans in this **Teacher Book** to your needs.

After each class, reflect on how it went in order to plan the ones that follow. Richards and Bohlke (2011) suggest some questions for this:

> **1.** Did my students enjoy the lesson? **2.** Were there sufficient activities to engage my students throughout the lesson? **3.** Which aspects of my lesson were the most successful? Which were the least successful? **4.** Did I manage to achieve what I set out to teach? Were my objectives met? What evidence do I have for this? **5.** What difficulties did my lesson pose? **6.** Will I teach my lesson in the same way next time? (p. 41)

Some pages in this **Teacher Book** include note-taking space. Register your insights there and use them the next time you teach this level.

Free Classes

The **StandFor Evolution** program includes Free Classes to give you flexibility and the opportunity to include your own activities or to cope with the specifics of your school's calendar. For this reason, you will find blank class plans at suggested moments in the program so that you can make your own plan.

Boxes

[illegible]

suggestions of texts, books, [illegible] information on the topic of [illegible]

Additional information about language [illegible] designed to help you broaden students' awareness [illegible] can be considered a lingua franca [illegible] to people from different parts of the world. The [illegible] **StandFor Evolution** *reflect this huge variety of [illegible]*

There are times when the lesson must be more [illegible] the group of students or time available for the [illegible] may offer suggestions of how to deal with fast-[illegible] activity may be better differentiated in order to [illegible] who have more difficulty, giving them more time [illegible] opportunity to understand and acquire that [illegible]

Classroom Management

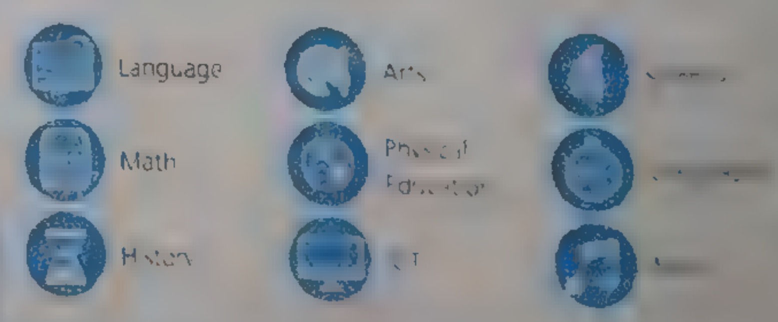
Tips on how to deal with typical classroom situations.

Audio Script

A transcription of the audio. The track number is given as a title.

Cross-Curricular Icons

The following icons appear near the title of the class whenever there is cross-curricular content. The same icons are used in the **Student Handbook**.



PEDAGOGICAL APPROACH

The job of an English teacher has changed immensely in the past decade. We have been dealing with students who are far more connected with what happens around them and who have more and more exposure to English thanks to easier and quicker access to the internet and various podcasts, tutorials, and streaming services.

Working with students whose ages range from 11 to 14 will certainly demand a huge effort to keep them focused and engaged in class. Unless, of course, we look at students as active agents of their own learning. This is at the core of the pedagogical reasoning that guides the collection. "Protagonism" and "engagement" are key words, and you will certainly not be disappointed working with the material we have so carefully prepared.

When looking up the meaning of the word "protagonism," we are almost immediately referred to the noun "protagonist:" the actions and qualities of a protagonist. Protagonists are closely related to the development of a given situation — they are the main character in a play, movie, or novel. They are the leading or principal figure. But a classroom is definitely not a work of fiction. How, then, can we deal with more than 10, 20, or 30 protagonists in a classroom? What kind of learning environment must we provide in order to have students take the lead? Which approaches, projects, and activities will be more conducive to the active and motivating engagement of learners?

Here are some of the concepts we have turned to in order to address the challenge of finding possible solutions for such powerful driving questions.

Relevance of Themes and Topics

The main topics, explored in the units through engaging oral and written texts as well as questions and prompts in boxes such as **Think Tank** and **SEL**, aim to encourage a more critical approach to the issues in question. The topics selected include diversity, the environment, technology, arts, literature, society, and communication, among others. By and large, besides lending themselves to the constant development of English learning and bringing the knowledge produced in the world closer to the students, these topics provide students with opportunities to put into practice essential cognitive and social aspects such as critical thinking, reflections on citizenship, and greater awareness of social and emotional abilities.

Multiliteracies and Multimodality

Living in a multimodal world and being constantly surrounded by diverse modes of communication, which include verbal and non-verbal texts, ads, articles, songs, music, videos, animations, paintings, signs, and colors, students will benefit from the focus given to multimodality in **StandFor Evolution Lower Secondary**. This collection acts, in many ways, as a springboard to the analysis and exploration of different text genres and types of language, such as images, oral and written texts, design elements, and other multimodal features to which we are continuously exposed.

The concept of multiliteracy was coined in the 90s by the New London Group, a group of researchers that included linguists and educators. If at first the original focus of literacy was basically reading and writing, multiliteracy expanded that to the development of learners' comprehension of multimodal texts as well as empowering them as producers of such texts.

[illegible] diversity of cultural [illegible] the learner. Also it situates the student [illegible] and their [illegible] as key elements in their learning process. This approach [illegible] the [illegible] of a practical transformation as they are encouraged to apply [illegible] learned through [illegible] as learners come into contact with a [illegible] of activities that promote new relations and dialogues in their life. Next, the [illegible] as an empty receptacle becomes even more obsolete.

[illegible] mere consumers of stated knowledge, students are encouraged to appropriate [illegible] and develop their voices so they can participate and cooperate more democratically in [illegible] around the use of new technologies.

[illegible] and non-verbal texts included in this collection aim to represent a wide range of [illegible] we use to communicate, not only the ones that use English as a mother tongue [illegible] language. Our objective here is to promote intercultural learning and raise awareness of [illegible] different varieties of English. These are important components of multiliteracies.

Digital Literacy

As we want a book that also engages students through the language used on the internet and social media, another key feature in this program is its digital component. The collection has been developed with an eye to connecting students to the challenges we face in our digital era. According to the ALA (American Library Association), "digital literacy" is defined as "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills" (Heitin, 2019).

We go along with this definition and believe that even though students were born in the Digital Era, they need room to develop the skills and strategies that will allow them to become digital citizens. An effort has been made to provide students with tools and activities that will more closely connect them to the digital era they live in and, as we have seen, this goes beyond merely accessing publications on the internet.

Heller Spires, professor of Education and Technology at the University of North Carolina, considers three main points in digital literacy:

>> Finding and consuming digital content,
>> Creating digital content,
>> Communicating or sharing this content

In other words, digital literacy is closely related to the students' ability to search for, evaluate, and produce content on different digital platforms. Not far from the concept of multiliteracy and critical thinking, digital literacy is gaining more and more importance in education for the role it plays in this learning stage of students.

We believe we can contribute to this learning by providing activities that encourage the critical use and production of digital content, digital interaction, and game-based learning. This will occur through the design and use of digital content through apps, the internet, videos, and social network

English as a Lingua Franca (ELF)

Looking at English as a lingua franca – a language which allows people from across the globe and diverse language backgrounds to have access to what is being internationally produced in

...ral, academic, and scientific knowledge ... and ... to communicate with one another even when our first or ... language ... different, provides us with the understanding and respect for the diversity we live in. Considering the teaching and learning of English as creating common ground for appreciating other points of view may represent an invaluable experience for those of us who ... a role in the social, cognitive, and affective development of students. In short, enabling ... use English as a resource for their comprehension and active participation in a world that ... communicating more and more intensely in this language is undoubtedly a privilege.

This collection is permeated by the concept of ELF. This is clearly seen in the selection of texts, audio and images from a variety of communities across the globe that communicate in English, and not only the ones that have English as mother tongue (L1) or those where English is a language of prestige. Whenever relevant, we will point out some variants in the use of English. Finally, although we do encourage and promote the use of English in class whenever possible, the use of students' first language doesn't have to be frowned upon or avoided at all costs. After all, they may resort to it in order to establish new connections between both languages.

Critical Thinking

Critical thinking appears in different ways in ELT (English Language Teaching). In this collection, it will be reflected not only in the choice of topics that lead to reflection, but it will also be developed in activities that promote the abilities of synthetizing, analyzing, reasoning, understanding, applying, creating, and evaluating, which are elements of high-order thinking skills. These skills will be approached in the **Think Tank** box in particular.

These are the areas of critical thinking which will be explored in the collection:

- >> Analyzing;
- >> Applying standards;
- >> Discriminating;
- >> Information seeking;
- >> Logical reasoning;
- >> Predicting;
- >> Transforming knowledge;
- >> Identifying biases;
- >> Inference;
- >> Determining relevance;
- >> Curiosity;
- >> Evaluation;
- >> Self-regulation;
- >> Interpretation;
- >> Explanation.

CLIL & STEAM

Another good vehicle for the development of critical thinking skills in this collection is the presence of two CLIL (Content and Language Integrated Learning) and two STEAM (Science, Technology, Engineering, Arts, and Math) projects in each Handbook. These projects are clearly sequenced, foment interdisciplinarity, and allow students to work collaboratively in a group. Students are encouraged to use their creativity, considering different possibilities to answer a question or face a challenge, and to put different abilities, previous knowledge, and special talents into practice in order to reach a final common goal.

While CLIL consists of teaching both content and language, it also creates the conditions for the development of other cognitive skills, such as problem-solving, planning, and decision-making. In other words, students may be encouraged to do some research on a specific topic to learn more about it (content), English may be used as a tool to gather and communicate new information and achievement of a final goal (language skills), and students may be deciding together how to best communicate their findings in an infographic (cognitive skills), all of which occur in an integrated way. To encourage critical thinking, you may ask students some questions as they are developing their work, such as "what are your sources?" and "what other ways are there of accomplishing this?"

STEAM is an integrated approach that presents students with a challenge that may appear to have little to do with what they know or have done so far in class. Facing this challenge,

StandFor Evolution

Social Constructivism and Zone of Proximal Development (ZPD)

Social constructivist theory emphasizes the importance of social interaction in the development of cognition. In this sense, knowledge is constructed through the interaction between people. According to Vygotsky, the cognitive development occurs first on the social level between people, and then on the individual level within the child.

Language has a central role in human interactions, language is central in Vygotsky's theory. He believes that learners use language first to communicate and interact with others and then for their being able to later internalize what was said as knowledge or competence (Lantolf, 2000). Therefore, teachers are seen as a guide and a facilitator of the learning process.

The concept of Zone of Proximal Development (ZPD) (Vygotsky, 1978) is fundamental in Vygotsky's theory. It refers to the tasks a child is able to do with support from others, that is, the tasks that are in the process of maturation [...] functions that will mature tomorrow but are currently in embryonic state (p. 86). Therefore, what children are not able to achieve today on their own, they will be able to accomplish with scaffolding and support. According to Tomlinson et al. (2003):

> Teachers must push the child into his or her zone of proximal development, coach for success at tasks that are more complex than the child can manage alone, and thus push forward the area of potential. It is through repetition of such cycles that learners grasp new ideas, master new skills, and become self-regulating, independent thinkers and problem solvers (p. 126).

In this way, **StandFor Evolution** provides different activities for teachers to scaffold learning, in which students are invited to collaborate with other to become active critical learners. While learning the new language, they are challenged to discuss topics of social interest, aiming to raise their awareness in the process of becoming conscious, empathetic, and critical citizens.

Social and Emotional Learning

Many studies have discussed and proven that developing social and emotional skills in schools is fundamental for students to become happy and successful adults. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL)

> Social and Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL, n.d.)

They have identified five core competencies in SEL that can be helpful for teachers when planning and applying them in their lessons. These are:

- **Self-awareness:** the ability to recognize our feelings, strengths, and limitations, being optim[illegible]
- **Self-management:** the ability to manage stress, control impulses, and become motivated
- **Social awareness:** the ability to develop empathy towards people from the same and different backgrounds
- **Relationship skills:** the ability to communicate clearly, listen carefully, and cooperate.
- **Responsible decision-making:** the ability to make positive and constructive choices in individual lives and social interactions.

In addition to considering the CASEL framework when choosing the competences and developing SEL, we also have drawn upon Social and Emotional Skills as described by the Organisation for Economic Co-operation and Development (OECD, n.d.). As explained by this organization:

> Social and emotional skills refer to the abilities to regulate one's thoughts, emotions and behaviour. These skills differ from cognitive abilities such as literacy or numeracy because they may concern how people manage their emotions, perceive themselves and engage with others, rather than addressing their raw ability to process information. (OECD, n.d., p. 4)

In 2017, the OECD launched a study on social and emotional skills, which draws on the Big Five model — a well-established framework for social and emotional learning —, and included other "compound skills" (OECD, n.d., p. 5). The framework used by OECD can also be useful for teachers when addressing social and emotional skills with their students, and it is summarized ahead.

[illegible] performance	achievement orientation, responsibility, self-control, persistence
[illegible] regulation	stress resistance, optimism, emotional control
[illegible] cooperation	empathy, trust, cooperation
[illegible] open minded	curiosity, tolerance, creativity
[illegible] engagement with others	sociability, assertiveness, energy
[illegible]	self-efficacy, critical thinking/independence, self-reflection/meta-cognition

It is worth mentioning that the social and emotional skills addressed throughout the series are also in line with the General Competencies established in the BNCC. These General Competencies includes, among others: collaborating to building a fair, democratic, and inclusive society; being curious about the world; proposing solutions; being sensible (value different artistic manifestations); valuing diversity, in various aspects; expressing ideas clearly, being ethical regarding oneself, others and the planet; developing self-consciousness and self-criticism; managing frustrations, developing empathy, dialogue, and conflict resolution, being responsible individually and collectively.

The whole process should be evaluated in order to obtain significant, valid, and reliable data. So, apart from the content of the course, we need to evaluate:

- The children: their participation in activities, their interest in carrying out activities, their attitude towards their classmates, their work, such as drawings, take home pages
- The teacher: their pedagogical practices, classroom techniques, materials used in the classroom, their attitude towards the children.

Project Based Learning (PBL)

Project Based Learning (PBL) is a set of step by step interactive [illegible] support teachers with professional methodology and IT tools in [illegible] [illegible], **Evolution** help students shape 21st century skills, and provide teachers w[illegible]

Each project in the program covers important core curriculum topics and al[illegible] with a large number of instructions and inspiration for how to deal [illegible] situations and how to promote pro-environmental behavior, as well as off[illegible] [illegible] play ideas. It consists of [illegible] [illegible] [illegible] posters, simulation, and interaction [illegible]

[illegible] examples to help teachers [illegible] each step of the project and [illegible] [illegible] challenges. There are numerous additional editable [illegible] [illegible] complete projects and teaching documentation faster and more [illegible]

PBL offers core curriculum alignment and a cross-curriculum approach. It presents an [illegible] approach, combining traditional classroom knowledge with real-world [illegible] [illegible] teamwork, critical thinking, communication, decision making, etc.)

Benefits of project-based learning for students:

- **Greater control over what and how they learn** – teachers set parameters for each project and students are free to propose their own ideas.
- **A sense of educational ownership** – since they have greater control over what and how they learn, students [illegible] vested and responsible for their work. Project based learning also makes it easier for students to learn at a pace that is comfortable for them.
- **Acquisition of complex, real-world skills** – project based learning teaches students about teamwork, critical thinking, communication, decision making, time management, public speaking, organization, social behavior, and more.
- **An audience with their teachers** – the traditional classroom lecture model is all about listening. The teacher [illegible] students absorb. The key advantage of project-based learning is that each student has more one-on-one time with their instructors to ask questions and share ideas.
- **Hands-on, "fun" learning** – project-based learning requires a level of participation not seen in the traditional [illegible], giving students a higher level of stimulation and a greater role in the educational process.
- **Project portfolios that go beyond paper** – whether it is made up of videos, products, photographs, [illegible] presentations, books, gadgets, or even paper, project portfolios are the end result of project-based learning. Students can easily show off their hard work.

Benefits of project-based learning for teachers:

- **Greater student interaction** – traditional classroom learning involves the teacher more or less speaking to his or her students, with little interaction other than asking or answering a periodic question. Project-based learning puts the teacher into more of a facilitator role that allows for greater dialogue with each individual student.
- **Insight into student motivators** – with each project, teachers receive a glimpse into the interests, passions and motivators of their students. Everything about a project gives teachers crucial information about the learning habits of their classes.
- **No longer an army of one** – the assessment process in a project-based learning setting usually involves more than just the opinion of the teacher. It often engages other instructors, and even students' peers.
- **Going beyond the classroom** – another benefit of project-based learning is the ability to draw in resources from the entire school and even the community. Learning is conducted on a more boundaryless scale, giving teachers an even greater pool of assets to work with.

Intensive and Extensive Reading

One of the primary purposes of using graded readers with language learners is to promote the habit of reading outside of the classroom for sheer pleasure. In addition, fostering the habit of reading brings countless benefits to the language classroom and student learning, as it promotes better fluency, increases vocabulary acquisition and improves students' confidence, just to name a

[illegible] At the same time, an extensive reading program [illegible] to introduce reading strategies of comprehension, [illegible] even controlled oral practice of grammatical structures, [illegible] need for intensive reading practices. However, it is very important to find a balance between the two approaches. After all, we do not want our students to get bored and start [illegible] We especially want to avoid the feeling that taking a book home means simply extending the same tasks they do in the classroom. If we want this balance to work, we must first [illegible] the concepts behind Intensive and Extensive Reading, as well as what each involves [illegible] roles as teachers. Our ultimate goal is to provide opportunities to fully explore each story so that students experience reading as it is meant to be: meaningful and unforgettable.

Nation (2009, p. 25-60) makes a very important point when he defines reading as both a "source of learning and a source of enjoyment." When we think about language teaching, it is usually the learning through-reading approach that takes place in the classroom (intensive reading). Enjoyment and pleasure from reading can also happen in the classroom when teachers include an extensive reading (ER) program. Such a program includes practices like bringing readers into the classroom, encouraging students to take books home, and preparing lessons in which they have the opportunity to discuss and present their ideas about the stories. Nation also states that ER in a language program has to do with both meaning-focused input and fluency development, depending on the level of the book and the learner. It differs from intensive reading (IR) in terms of purpose, as IR aims to teach language and vocabulary by providing students with texts that convey form-focused content. Therefore, through reading students learn new words and structures and explore the formal aspects of a text. In other words, IR is what we do in our English classes by using texts from course books and materials designed to teach the language. ER, on the other hand, aims to develop the fluency students need in order to be able to read materials of their choice for pleasure.

According to Day and Bamford (2004), some important ER features include:

- a good quantity of books: the more the better;
- focus on fluency, not on language features;
- very small number of unknown words: the book should be at the student's language level;
- use of enjoyable and relevant titles;
- independence: students read silently and individually.

Having stated the differences between the two approaches, we might wonder how it is possible to practice the principles of ER with learners who are just beginning their adventures in a second language. In fact, it can be quite a challenge to use graded readers exactly the way an ER program should work. And the reason is simple: neither the language needed to perform such a task, nor the skills necessary to be a fluent reader have been mastered yet. In addition, not only does reading consist of the recoding and recognition of letters and words, it also involves making connections between the reader's knowledge of the world and the content of the text. In this case, ER serves mostly the purpose of exposing learners to books which are enjoyable, and it makes room for the exploration of many other aspects of learning a language simply by presenting students with a broad range of activities and projects based on the topic of the book. Another reason to adjust the expectations of ER is that, although ideally the books should be as close as possible to the learner's current language level and lexical knowledge, reality shows that it's virtually impossible to reach every student's language level without making it too easy for some and too difficult for others. That is why our aim is to engage students in the habit of reading for pleasure while at the same time developing language and expanding the topics of

further work on values embedded in the [illegible]

We hope that, by reading two books per year [illegible] be able to develop their language at the same time that [illegible] fun. Therefore, our job as teachers is to provide student[illegible] need to make their experience closer to what ER should be [illegible] and [illegible] different [illegible] which will in turn be expanded to other discussions and projects [illegible] more [illegible] be able to apply the language they are learning, produce relevant content [illegible] more and more complex skills necessary to be autonomous and successful readers [illegible]

Assessment

It goes without saying that one of the main purposes of having several evaluation instances during a course is to allow both students and teacher to assess what has been learned so far, a certain period of time and what needs to be worked on further. Evaluation should always be viewed as a learning tool as it arguably enables both learners and teachers to reduce their efforts in order to move on with their learning/teaching process.

Bearing this in mind, it's always important to share with students, in advance, what is expected from them and what they can do to meet the given expectations. By doing this, in addition to making the learning objectives clearer, your feedback on students' performance will certainly make more sense to them.

Most authors divide assessment into two types: **summative** and **formative**.

Formative assessment helps teachers identify students' progress and/or difficulties. It should happen throughout the school year with the intention of checking if students are reaching the proposed objectives. In formative assessment, students become more aware of their strengths and weaknesses and should be encouraged to keep studying to reach the learning objectives. In this context, teachers have to support students and show them how they can improve. Feedback, therefore, is very important in this process. Some common instruments in this kind of assessment are: observations, self-assessment, activities and exercises in the classroom, group work, student's participation in class, portfolios, activities assigned for homework, tasks created by students themselves, etc.

Price (2010) describes **summative assessment** as a method to "measure the level of skills and knowledge that the learner has achieved while undertaking the course, and is typically designed to generate a grade or level that reflects the learner's knowledge and understanding against a set criteria that defines particular levels of achievement." Formal tests with open questions or multiple-choice exercises are the most frequently used instrument in this kind of assessment.

In **StandFor Evolution**, you will find opportunities to do both kinds of assessment. There are some classes reserved for summative assessment, and formative assessment should be carried out over the program in all classes and activities proposed. It is desirable that teachers use different instruments to assess students, varying the way assessment happens.

Remember that at the beginning of each unit, students will find a list of objectives. Whenever relevant, invite them to look at the items listed, analyze their own performance, and talk about their needs and strengths in small groups. You may take this opportunity to invite them to look more critically at the activities related to one or two of the objectives, both in the unit and in the **Workbook**, and then create an assessment activity to be answered by their partners. Working on evaluation instruments collaboratively will encourage students to clarify any questions they might have and will certainly motivate them to become protagonists in their own learning process.

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WELCOME

Lesson 1

Contents

- Charity
- Conjunctions
- Simple present vs. simple past
- **A**, **an**, **some**, and **any**
- **How many** and **how much**
- **Be going to** vs. **will**

Objectives

- Read an article about a charity
- Review conjunctions
- Review simple present vs. simple past
- Review **a**, **an**, **some**, and **any**
- Review **how many** and **how much**
- Review **be going to** vs. **will**

Materials

- Student Handbook, pages 6-8

Class Plan

Beginning

Welcome students and tell them that you would like to know a few things about them. Ask students to stand in a circle and explain they are going to play a game and talk about their last vacation. They should change places every time you say a sentence that they think applies to them. Say "Change places if you stayed in [name of your city]." Those students who didn't travel during their vacation should say "I stayed in . . " and change places with another student. Each time students change places, ask a follow-up question and invite volunteers to answer it. Here are some suggestions of sentences and follow-up questions:

Change places if

- you went to the cinema. (What did you see?)
- you visited someone in your family. (Who did you visit?)
- someone visited you. (Who visited you?)

Developing

Conjunctions

Activity 1

Write "and," "because," "but," "until," and "so" on the board and ask students "What didn't you like about your vacation?" In pairs, students answer this question using the conjunctions. The challenge is to use all of them before their classmate. Next, ask students to complete the teacher's speech individually and correct it in pairs.

Simple present vs. simple past

Activity 2

Ask students to read the [illegible] of the text in the case of the article and say its title ("Three Guys, Brothers, Start a Candle Company with Charity in Mind."). Write "What I know," "What I want to know," and "What I learned" on the board and invite students to say what they already know about the article from reading the title, who the brothers are or why they decided to start a candle company and not something else. As students suggest what they want to know, write it on the board so they can refer to it as they are reading. Have them read the text without filling any gaps. After they've read it, ask what they learned about the three brothers, their candle company, and the charity they're supporting.

Then ask students to complete the activity and correct it in pairs.

A, an, some, and any

Activity 3

Show students the illustration and elicit what the girls may be talking about. Next, ask them to read the dialogue and confirm their predictions. Before students start doing the activity, ask them how easy they think it will be to decide which determiner to use and what hints in the words that follow the gap can help them select the correct one.

How many and how much

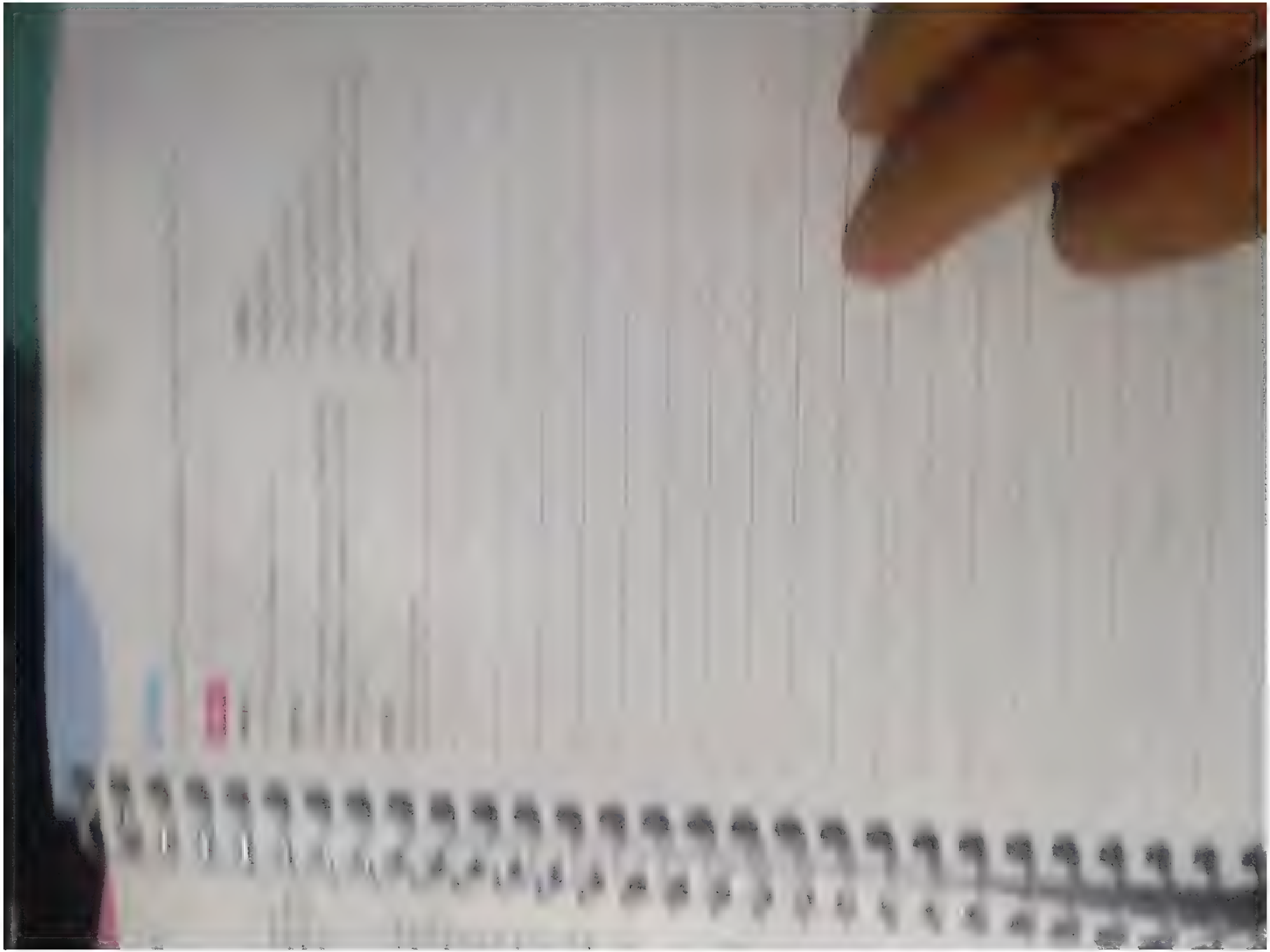
Activity 4

Draw students' attention to the pictures and elicit what they see in each one. Do item a with the whole group as a sample. Ask them to write questions for b, c, and d. Check the answers with the whole group and write them on the board.

Be going to vs. will

Activity 5

Elicit the situations when we use **will** and **be going to** to make predictions. In pairs or trios, students describe the pictures one by one and guess what three things are going to happen next. As students do so, walk around the classroom and answer any questions they might have



WELCOME

Lesson 2

Contents

- [illegible]
- [illegible] and vegetables
- [illegible]
- Comparative and superlative
- Can

Objectives

- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]

Materials

- [illegible]

Class Plan

Beginning

[illegible]

Developing

a and **some** and **any**

how many and **how much**

be going to vs. **will**

Ask volunteers to give a brief explanation of each and a simple sentence for each one.

Developing

Intensifiers

Activity 6

Write the words from the first sentence on the board in random order and elicit the correct sequence.

Next, allow students some time to work on the other sentences.

Comparative and superlative

Activity 7

[illegible] students to look at the illustrations and elicit [illegible] characters might be talking about.

Next, write the names of three or four places in your town on the board and ask students to compare them in terms of how big and how interesting they are. Elicit the comparative and superlative forms and write them on the board.

[illegible]

[illegible]

Ask students if the adjectives **good** and **bad** follow the same pattern and elicit their forms.

› good better (than) – the best

› bad worse (than) – the worst

Allow students some time to complete the dialogues and check their answers collectively.

Can – ability, permission, and possibility

Activity 8

[illegible] can [illegible]

Activity 9

[illegible] cannot [illegible]

Fruits and vegetables

Activity 12

[illegible] the names of fruit and vegetables before [illegible] the word search. You may do so by [illegible] a table chart of 4 students and ask the group to [illegible] as many items as possible.

School subjects

Activity 11

[illegible] to a show or talent [illegible] subjects they might like. Fill out the following [illegible] school subjects.

[illegible]

Activity 6

a) [illegible] so good at programming.

b) [illegible] wish I could trade with [illegible]

c) Samuel's quite good at tennis, but I'm better at table tennis.

d) Again, thanks the exam was very difficult

Activity 7

First scene

a) best, b) better, c) worse, d) most beautiful, e) most talented

Second scene

f) tallest, g) smaller, h) taller, i) biggest

Third scene

j) fastest, k) slowest, l) slower

Activity 8

a) She can swim

b) She can't cook

c) She can't sing

d) She can do parkour.

e) She can't dance

f) She can't stay up late

Activity 9

a) She could swim

b) She couldn't cook

c) She couldn't sing.

d) She could do parkour

e) She couldn't dance

f) She couldn't stay up late

[illegible] and have [illegible]

Ending

[illegible] students which part [illegible] think was the most helpful [illegible] the parts they feel they [illegible]

Activity 10

		U	A	L	H	I		G	F	A																			
	E	O	Z	T	I	I	B	G	L																				
H		K	K	D	I	L	P	F	A	M																			
	A	P	U	C	P	Z		P																					
A	B	X	T	E	W	N	U	T	I	V																			
R	B	Q	A	X	Y	O	G	N	P		A																		
T	A	L	M	M	I	P	A	K	A	Z	I																		
	C	J	O	A	K	F	R	U	T	J	C																		
C	Y	W	T	C	P	I	A	T	P	F	E	G																	
H	S	G	F	B	A	V	P	D	F	D	P	C																	
O	B	I	O	N	B	G	S	A	T	A	E	C	H	T															
K	X	E	K		N	G	A	U	D	L	P	O	L	M		C													
E	I	N	E	O	G	P	I	K	A	S	P	P	M	Z	P														
K	H	S	G	I	J	D	C	F	V	G	T	B	T		N														
C	L	E	T	T	U	C	E	J	S	O	R	B	E	M	M														

Activity 11

1) Natural Science

2) Art

3) English

4) Geography

5) Physical Education

6) [illegible]

7) [illegible]

8) [illegible]

9) [illegible]

10) [illegible]

[illegible]

UNIT 1

Lesson 1

Contents

- Personality
- Cartoon
- Article
- Interview

Objectives

- Read and analyze a cartoon
- Skim and scan an article about introverts and extroverts
- Listen to an interview about introverts and relate it to a comic strip
- Personality adjectives

Materials

- Student Handbook, pages 14-15
- Audio track

Class Plan

Write the following categories on the board: "movies," "games," "comics," and "animations." Say the name of a character and elicit which category the character fits in. Next, ask students to form small groups and instruct them to do the same

Developing

Activity 1

Ask students to look at the image and the dialogue and elicit where they may find texts like this and what the main characteristics of a **cartoon** or **comic strip** are. Ask them to think of other comic strips they have read and to answer if: a) they are always this short or if they have variable lengths (they have variable lengths); b) the story is told only through images or by both verbal and nonverbal texts (both verbal and nonverbal texts)

Activity 2

Encourage students to make an oral list of comic strips they read or have already read and to talk about both questions

Activity 3

Allow students some time to discuss their interpretations and encourage them to base their analysis on both verbal and nonverbal texts in the strip

Activity 4

Instruct students to have a first quick look at the text and answer the questions below and any others you think they will be able to answer quickly. To make it more fun, you could ask them to tap on the desk as soon as they find the answers

- Who wrote this article? (Kendra Cherry.)
- What's its title? ("8 Signs You're an Introvert.")
- How many signs are there in the presented extract? (Five.)
- Is it mostly about introverts or extroverts? (Introverts.)

After this initial contact with the text, ask students to answer the question in the activity.

Activities 5 and 6

Instruct students to read the text a second time and answer the activities individually. Encourage them to underline where they find the answers in the text. When they finish, ask them to compare their answers with a classmate.

Activity 7

Before playing the audio, show students the list of adjectives and ask them to guess which of them will be mentioned by the people interviewed.

Audio Script • Track 2

a) I think they are quite lonely people, they like to stay at home on their own. They seem quite sad to me.

b) Introverts are quiet people, they don't like going out or speaking with people.

c) Introverts are people that find sociable situations challenging. They prefer to be alone, but that doesn't mean they are depressed

Activity 9

Encourage students to figure out the meaning of **ambivert** and elicit other words with the prefix **ambi-** such as ambiguous, ambivalent, ambiguity, ambidextrous. If students can not think of any, write these on the board and ask them to define them in pairs. Next, allow them some time to discuss the question with their classmates.

Think Tank

[illegible] to carry out the discussion in [illegible] As students do so, walk around [illegible]om and encourage them to justify [illegible]pinions with examples from their own [illegible]

Activity 10

This activity lends itself to help students reflect about some stereotypes. Ask students to read the adjectives in pairs and to think of people in their families that could be described with some of those words. You may also ask them to discuss situations in which introverts and extroverts may behave differently.

Ask students, for instance, what situations might lead an extrovert to be quiet or an introvert to be outgoing

Activity 1
a) cartoon or comic strip
b) websites, social media, [illegible]
c) speech and thoughts

Activity 2
Personal answers

Activity 3
Possible answer: The comic strip is ab[illegible]

Activity 4
Personal answers.

Activity 5
a) T; b) T; c) F; d) F; e) F; f) T

Activity 6
a) I; b) E; c) E; d) I

Activity 7
depressed, lonely, quiet, and sad

Activity 8
Personal answer.

Activity 9
Personal answer.

Activity 10

Introvert	Extrovert	Both
reserved, private person, quiet	outgoing, sociable, approachable	friendly, confident, unfriendly, great listener

CLASS

STEAM PROJECT

Personality-memory Challenge | Part 1

Contents

- Short-term memory
- Personality orientation

Objectives

- Combine language, statistics, graphing, and spreadsheet skills to investigate the correlation of short-term memory and personality orientation

Materials

- Student Handbook pages 102–103
- Computer lab or devices with Internet access
- At least twenty-five research subjects

Class Plan

Beginning

Ask students to find a classmate and answer the following questions as quickly as possible.

- What were you talking about just before you entered school today?
- What have you eaten so far today?
- What did you eat yesterday?
- Where did you last watch a movie?
- What was the title of the movie?
- How good is your memory?
- What were the three first questions I asked you?

Developing

Hypotheses and Plan

Show students the graphs and text boxes and allow them to come up with possible hypotheses. Next, show them the two questions in this section and ask them if they have considered anything similar.

Test

Allow students time to read the instructions. Ask them what they think about this challenge and how easy or difficult they think it will be.

Form groups of four to six students, so there are more people to collect results and collaborate on the process of analyzing and organizing their results. Ask students to speak English throughout the process and allow them some time to consider and review sentences and phrases they believe they might need to interact with one another.

As students need at least 25 subjects, it may be necessary to invite groups of students from another year or level. Each subject will need around 15 minutes to complete the tasks.

Ending

Give students the links below and encourage them to take the tests themselves. It is important that they read all the statements of the Myers-Briggs personality test before they find the subjects to complete it for them. This way they will be able to offer support. Work on vocabulary if necessary.

Myers-Briggs personality test:

› http://ftd.li/7mrpeg.

Short-term memory test:

› http://ftd.li/d94fyz.

Lesson 2

Contents

- [illegible]
- Dictionary entry
- Cartoon
- Prefixes

Objectives

- Discuss how to deal with online trolling
- Listen for main ideas about tips for dealing with haters and trolls
- Prefixes: **de-**, **dis-**, **un-**
- Recognize word emphasis
- Express confusion and request additional information

Materials

- Student Handbook, pages 16-17
- Audio track

Class Plan

Beginning

Ask students to sit with a classmate and take turns saying what makes them feel good or bad when they are online. After 3 or 4 minutes, invite them to share their ideas with the whole group.

Developing

Activity 1

Elicit a word in Portuguese that may have two meanings and explain that words like these are called **homonyms**: they may have the same spelling and they sound the same way. Some examples are *manga* and *nós*. Tell students that in English there are also words that have more than one meaning and ask them to look at this activity. Show them the dictionary entry and the comic strip and ask them to answer the questions.

Activity 2

Audio Script • Track 3

Haters and trolls are people who go online often anonymously and write mean comments sometimes with the goal of getting a response. Here are five tips for dealing with haters and trolls.

1st. Don't respond. Res[illegible] things worse.
2nd. Ignore them. Focus on [illegible] move on.
3rd. Delete, block, or unfollow [illegible] settings to disconnect from the [illegible].
4th. Report it. Use the co[illegible] to let the site know that someone [illegible] guidelines.
And 5th. Take screenshots. If the c[illegible] really bad, save the evidence in cas[illegible].
For more tips and advice, visit us at [illegible].

Common Sense Media. "5 Tips for [illegible] Trolls." YouTube. September 16, 2015. [illegible] 2019. https://www.youtube.com/wat[illegible]

Activity 4

Ask students to read the information in Tip box and tell them that understanding how prefixes change the meaning of words makes it easier for them to learn vocabulary. After students have completed the activity, ask them to give some examples of words in Portuguese that use a prefix to form their opposites. Some examples are "feliz – infeliz," "legal – ilegal," "conectar – [illegible]."

Activity 5

After students check their answers, write the following words on the board and elicit what their opposites are: "respect" (disrespect); "kind" (unkind); "[illegible]" ([illegible]).

Activity 6

Ask students to look at the pictures, read the instructions for the activity, and deduce what the conversation is about. Then play the audio for them to check their prediction.

Audio Script • Track 4

***Paul**: Nath, can you help me? Someone has been sending me mean comments online.*

***Nath**: Sure. Have you blocked the troll?*

***Paul**: Could you say that again?*

***Nath**: Have you already blocked the troll?*

***Paul**: Well, not yet.*

***Nath**: You need to prevent the person that's [illegible] you from reading your posts.*

Paul [illegible] sorry. I don't understand. Could you explain that, please?
Nath. It's easy. Go to the troll's profile, scroll to the bottom of the right column, and click on the black [illegible], then select "Yes."
Paul Hmm, I don't quite follow you.
Nath Can you see a little red circle at the bottom of the right column?
Paul Hmmm ... Yes, I can.
Nath Click on it.
Paul Ah, I've got it. Thanks!

[illegible]

[illegible]

Activity 8

Play the audio twice and invite students to read the [illegible] paying close attention to the [illegible].

Audio Script • Track 5

[illegible]y. I don't understand.

Activity 9

Before playing the audio, invite students to say which words they think will be emphasized. Encourage them to say the sentences after the audio.

Audio Script • Track 6

a) Could you explain that, please?
b) I don't quite follow you.
c) Could you say that again?

Activity 10

Invite volunteers to act out the situation they have created. Alternatively, have pairs of students act it out to each other.

Ending

In small groups, have students talk about trolling by answering the following questions:

- Have you ever been trolled?
- How was it?
- How did you feel?
- What did you do?
- What advice would you give others about trolling?

Activity 1

a) Someone who writes negative and hostile comments on a website in order to provoke people
b) Personal answers.

Activity 2

Personal answers

Activity 3

Personal answers

Activity 4

a) connect, follow; b) **dis-, un-**

Activity 5

a) unhappy; b) devalue; c) deactivate; d) dislike

Activity 6

Someone is trolling him online.

Activity 7

They are used when you don't understand what someone is saying.

Activity 9

a) exp ain, please
b) quite follow
c) say, again

UNIT 1 • Are You an Introvert or an Extrovert?

Contents

» Simple present
» Introverts and extroverts

Objectives

» Review and expand the language content from unit 1
» Practice using the simple present
» Discuss the characteristics of introverts and extroverts
» Answer questions and share opinions

Materials

» Student Handbook, page 248

Class Plan

Beginning

Play Hangman or a similar game with the word **introverted**. After students guess the word, ask them to give you its meaning (a reserved or shy person who enjoys spending time alone).

Developing

Activity 1 – Preparation

Read the questions and answer any doubts. Individually, ask students to go over all the questions and choose six of them to talk about with a classmate. Allow them some time to do this. They can take notes, if necessary.

Activity 2 – Interaction

Organize students into pairs and explain that they are going to ask and answer the chosen questions in activity 1. Encourage them to give their opinion and provide further explanations or examples to support their ideas. Check that they understand what they have to do. While they talk, walk around the classroom, monitor, and help them as needed.

Ending

Invite different pairs to share with the group what they have learned about each other. Carry out a quick survey to see if there are more introvert or extrovert students.

Answers

Activity 1– Preparation

Personal answers

Activity 2 – Interaction

Personal answers

STEAM PROJECT

CLASS

Personality-memory Challenge | Part 2

Contents

- Short-term memory
- Personality orientation

Objectives

- Discuss results and conclusions of an experiment

Materials

- Student Handbook, pages 102-103
- Computer lab or devices with internet access
- At least twenty-five research subjects

Class Plan

Beginning

Have students get together in their groups to compile the results of their experiment and discuss it.

Developing

When students are familiar with the tests, they may begin the experiment. Instruct them to make sure all data is collected and organized in a shared spreadsheet document.

Open a shared spreadsheet document for students to enter the results they obtained. Each group can work with the results obtained by students from another group.

Ending

Evaluation

Tell students to read and follow the instructions carefully. If necessary, ask some volunteers to rephrase the suggested procedure. After the results of the subjects have been collected and organized in the spreadsheet, form smaller groups within the same group for the analysis of the data. Allow them to work more autonomously when analyzing the data and identifying patterns. As they do so, walk around the classroom and ask them a few questions, such as what they have noticed and whether they believe it is possible to find a pattern.

TEACHER'S COPY

LISTENING

UNIT 1 • Trolling

Contents

» Internet trolls

Objectives

» Prepare to listen by thinking about the topic
» Learn about internet trolls
» Understand the difference between trolling and cyberbullying and the impact of these behaviors on online communities
» React to the content of the audio and express opinion on the topic

Materials

» Student Handbook, pages 234-235
» Audio track

Class Plan

Engaging

Write the word "trolls" on the board. Ask students to say the first word that comes up to their minds after reading it. Probably they will think about human-like creatures from Scandinavian culture. Accept all kind of answers. Ask them about the characteristics of this creature. After that, write on the board "internet trolls." Ask them if they know what it means and why they think that this word is used to name these people.

Developing

Activity 1

Ask a volunteer to read the questions and help with language if necessary. Pair students up and have them discuss the questions for a few minutes. Walk around the classroom and supply any vocabulary needed or help them when necessary. Have a few volunteers to share their answers with the whole group.

Activity 2

Ask students to read the instructions, sentences, and options. Help with language if necessary. Tell them you will play the audio once for them to just listen to it, a second time for them to complete the activity, and a third time for them to double-check their answers. Play the audio three times and then check the answer with the whole group.

Audio Script • Track 1.1

Myles Bess: *Trolls are the people who say really nasty things just to get people all riled up and the internet is their playground where they love to roam everyone. And I'm wondering — Who are these mean people? What makes someone an internet troll? All right, so believe it or not, there are real researchers at big name universities that actually study online trolling behavior. I mean, it's a big deal. Trolls can disrupt entire online communities. So much so that some news outlets have removed their comments sections from their websites altogether.*

Above The Noise. "Internet Trolls: Born This Way?" YouTube, January 24, 2018. Accessed November 21, 2019. https://www.youtube.com/watch?reload=9&v=YtQqqoPeTbc. Excerpts from 0:36 to 0:42 and from 1:00 to 1:20.

Activity 3

Inform students that they will listen to the second part of the audio. Have them read the instructions and the sentences in the activity. Explain to them you will play the audio three times, once for them to just listen to it, a second one for them to complete the activity, and if necessary, you will play again. Have students compare their answers in pairs and then check with the whole group.

Audio Script • Track 1.2

Myles Bess: *OK, so in the academic world there's a variety of different definitions for trolling behavior, but, basically, it's behavior that falls outside of acceptable bounds defined by those – those meaning online – communities. It can include things like personal attacks, flaming, swearing, basically comments meant to stir up trouble. But, isn't that cyberbullying? Sometimes, but not always. Trolling can be different from cyberbullying in that trolls mainly say stuff to get attention and amuse themselves at the expense of online communities while cyberbullies usually aim to harm a specific person. So, to clarify, trolling is not just people getting in disagreements with each other. I mean, it's totally normal to have different opinions than someone else and express that in a respectable manner. I respectfully disagree with you, Lauren. I don't think Sandlot's the greatest movie ever. I think Space Jam's the greatest movie ever.*

Lauren [illegible]

Myles: *Perfect. You see how easy it is to engage in a civil dialogue?*

Awave The Noise. "Internet Trolls: Born That Way?" YouTube. January 24, 2013. Accessed November 21, 2019. https://www. [illegible]

Activity 4

Encourage students to work in pairs or small groups and refer them to the activity. Invite a volunteer to read the questions and help with language if necessary. Allow them enough time to answer the questions. Walk around the classroom giving help, suggestions, and vocabulary.

Ending

Finish the class off by opening the discussion to the whole group. Encourage them to find out solutions or suggestions to deal with trolls.

Answers

Activity 1
Personal answers.

Activity 2
a) people who try to make other people angry on the internet on purpose,
[illegible]
c) they are considered very good,

[illegible] removed the comments section from their websites

Activity 3
[illegible]

Activity 4
[illegible]

UNIT 1

Lesson 3 | Part 1

Contents

» Optimism and pessimism
» Quiz general knowledge

Objectives

» Listen to a Youtuber talk about the world today and check predictions

Materials

» Student Handbook, pages 18-19, 163
» Audio track
» A song
» Slips of paper

Class Plan

Beginning

Play a song and ask students to mingle as they listen to it. When you stop the song, they have to pair up with someone near them and ask them to answer one of the questions below:

What piece of advice would you give to someone who...

› cannot concentrate in class?
› is being trolled online?
› is very pessimistic about the world?
› doesn't make friends easily?

Developing

Activity 1

Ask students to think about where they stood in the warm-up and, based on that, if they think they are optimists or pessimists

If you want to read a bit more about the topic of optimism and pessimism and how this affects self-esteem, you may read the article "Optimism" at https://ftd.li/jaxci5

Activity 2

Ask students to look at the text and tell you where they might find it (social media, magazines, online magazines) and what kind of text it is (a quiz). Then elicit some characteristics of a quiz by a following questions. You may also enc to ask other questions about quizzes

› Are the questions usually open-ended or choice? (Multiple choice.)
› Do the questions usually focus on a topic? (
› Is a quiz corrected by a teacher or is the given immediately? (Feedback is given im

Activity 3

Play the audio so students can check their answers.

Audio Script • Track 7

So, what were your answers, because the correct ones might shock you.
Question one. A, worldwide women get 9 years in school.
Question two. C, over 80% of one-year-old children worldwide are vaccinated
Question three C, 80% of people in the world have access to electricity.

Know Idea Media "Hans Rosling's Factfulness." YouTube. July 27, 2018. Accessed November 22, 2019. https://www.youtube.com/watch?v=PBya1pYqMp4. Excerpt from 0:46 to 1:04

Instruct students to read the questions and to take a few notes about the reasons why they likely got at least one of the answers wrong.

Activity 4

Audio Script • Track 8

See, a lot of us base our worldview on what we were taught in school quite some time ago. The world our teachers lived in is the world we think exists today. Most of us are working with really outdated information and add to that the rise in social media and the over reporting of bad news, we tend toward a more negative picture of the world than is actually real. Slow incremental improvements over time don't really make for good news, but dramatic negative outliers, well we hear about those all the time and it has a big effect.

Know Ideas Media. "Hans Rosling's Factfulness." YouTube. July 27, 2018. Accessed November 22, 2019. https://www.youtube.com/watch?v=PBya1pYqMp4. Excerpt from 1:44 to 2:19

Activity 6

After students have discussed their opinions, refer them to the yellow box and ask them to evaluate how true it is for them. Tell students that there is a website that focuses only on good news and ask them if they think it is an important initiative. https://tnd.lt/qd7xg4

Ending

Invite students to have a group discussion about which of the tips they might be encouraged to follow to overcome negativity bias. Encourage them to choose the top three or five and write them on slips of paper, which may later be displayed around the school.

Answers

Activity 1

[illegible]

Activity 2

Personal answers

Activity 4

Because of [illegible] information, social media, and too much bad news

Activity 5

a) they learned in school

b) outdated information

c) is actually real.

d) but bad news does.

Lesson 3 | Part 2

Contents

» Zero conditional

Objectives

» Use the zero conditional appropriately

Materials

» Student Handbook, page 19

Class Plan

Beginning

Explain to students that you are going to say a few sentences and you want them to go to the right side of the classroom if they agree with it, or to the left side if they don't agree with it. Allow them some time to discuss their views with the other students who went to the same side. Here are some suggested of sentences:

› If I study and pay attention to class, I can get good grades at school.

› If I follow a recipe, I can cook a special dinner for my family.

› If I train hard, I have a good chance of winning a race.

Developing

Activity 7

Write the sentence "If you just watch the news, you think the world is a terrible place." on the board and ask students if they agree with the statement and why. Then ask them to take a closer look at the example sentence and answer the questions that follow it.

Extra Activity

After you check students' answers, explain that zero-conditional *sentences are used to talk about scientific facts as well as generally true facts. Write the two sentences below on the board and ask students to form small groups. Ask them to create beginnings of sentences for the other groups to continue.*

› *If you heat ice, it melts.*

› *If you don't drink water, you get thirsty.*

Activity 9

After students complete the activity, in[illegible] this new pattern with the sentence th[illegible] in activity 8. Emphasize the fact that [illegible] used when the if-clause comes before [illegible]

Activity 12

As students share their activities and cho[illegible] favorite tips, walk around the classroom a[illegible] your top 10.

Ending

Ask students to think about what they are g[illegible] doing and state a truth about it to their c[illegible] For instance, if a student is good at videoga[illegible], a general truth might be: "If you have good memor[illegible] you progress in the levels faster."

Answers

Activity 7

a) Generally true.
b) A condition.
c) A result.
d) Simple present.
e) Simple present.

Activity 8

If	you	listen	to the news		you	think	the world is a terrible place.
If	subject	simple present	complement	comma	subject	I present	[illegible]

Activity 9

a) Yes.

b) The clauses are inverted, and the comma is missing

Activity 10

a) You get results if you work hard./If you work hard, you get results.

b) You fail your exams if you don't study./If you don't study, you fail your exams.

c) You get wet if you go out in the rain./If you go out in the rain, you get wet.

d) You learn more if you read more./If you read more, you learn more.

Activity 11

Personal answers

Activity 12

Personal answers

CLASS

GRAMMAR

UNIT 1 • Zero Conditional

Contents

» Zero conditional

Objectives

» Review and expand the grammar content from unit 1
» Practice the zero conditional

Materials

» Student Handbook, pages 216-217
» A ball (optional)

Class Plan

Beginning

Review the rules for the zero conditional. Say an if-clause to practice and invite a student to complete it. Say, for example, "If I am hungry ..." and encourage the student to complete with a result clause. Then ask this student to say another if-clause and invite a classmate to complete it. Repeat the procedure until everyone has had an opportunity to participate.

If you have a ball, you can throw it to a student who should complete the sentence. Then this student throws the ball to a classmate, and so on.

Developing

Activity 1

Ask students to read the first part of the sentences. Allow them some time to match this part with the other half of the sentence. Also ask students to pay close attention to the if-clause and remind them that **if** can also be replaced by **when** keeping the same meaning. Have students compare their answers in pairs and invite some volunteers to share their answers during the correction.

Activity 2

Ask students to read the prompts and elicit what they need to do. Explain any questions. Allow them some time to do the activity individually and compare their answers in pairs. Correct the activity by inviting some students to read their sentences aloud.

Activity 3

Instruct students to read the sentences and the alternatives. Ask them to choose the alternative that completes the sentences correctly. Allow them some time to do the activity and check it orally.

Activity 4

Ask students to read the sentences first. Then they should go through the verbs in the box and find the correct verb to complete each sentence. Ask them which tense are those verbs (simple present).

Ending

Write on the board "What do you do if ...?" Then organize students into pairs. They have to ask each other questions using this prompt, for example, "What do you do if you can't sleep?", "What do you do if you are late to school?"

While students talk, walk around the classroom, monitor, and help them as needed.

Answers

Activity 1

a) IV; b) II; c) V; d) I; e) III; f) VI

Activity 2

a) If you arrive early at the concert, you find a good seat./ You find a good seat if you arrive early at the concert.

b) I wake up in the middle of the night if I have a nightmare./If I have a nightmare, I wake up in the middle of the night.

c) I don't eat any sweets if I'm on a diet./If I'm on a diet, I don't eat any sweets.

d) I can't hear any noise around me if I am using headphones./If I'm using headphones, I can't hear any noise around.

e) If I miss the bus, I take a taxi to school./I take a taxi to school if I miss the bus.

f) My mom gets angry if I talk too loud./If I talk too loud, my mom gets angry.

Activity 3

a) I; b) I; c) II; d) I; e) II; f) II

Activity 4

a) rains, b) touch, c) stay, d) use, e) feel, f) turn

STEAM PROJECT

Personality-memory Challenge | Part 3

Contents

- About long memory
- Personality orientation

Objectives

- Discuss the results and conclusions of an experiment

Materials

- Student Handbook, pages 102-103
- Computer lab or devices with internet access

Class Plan

Beginning

Re-Test

Since retesting is a very important step in STEAM challenges, encourage students to revise the procedures and the organization of t
If necessary, they should update t e
the correct data

Developing

Final evaluation

Encourage students to talk about the diffic
this project and talk about what worked well
they had more difficulty with

Ending

Invite students to talk about teamwork as well. You may use some of these questions to help them in their discussion

- How easy or difficult was it to follow the suggested procedures?
- What called your attention in your findings?

UNIT 1

Lesson 4

Contents

Objectives

Materials

Class Plan

Activities 2 and 3

Activity 4

Activity 6

Activity 7

Activity 8

Ending

Answers

Activity 1

Personal answers.

Activity 2

c

Activity 3

a) T; b) T; c) F; d) F

Activity 4

don't; were; Why; recommend; should; think; suggestion

Activity 5

Personal answers.

Activity 6

Personal answers.

Activity 7

Personal answers.

Activity 8

Personal answers.

LOWER SECONDARY

STEAM PROJECT

Personality-memory Challenge | Part 4

Contents

» Short-term memory
» Personality orientation

Objectives

» Present the results of the experiment

Materials

» Student Handbook, pages 102-103
» Computer lab or devices with internet access

Class Plan

Beginning

Ask students the following questions:

› What different things can you learn from a project like this?

› How could this STEAM challenge be used in a real-life situation?

› What tips can you give for effective teamwork?

› Considering the whole process, what could be done differently next time?

Developing

Presentation

Using their notes and the data collected, students should decide how the results will be displayed.

To help students do [illegible] presenting their findings and [illegible] could use to represent their [illegible] if they find it interesting, they can [illegible] following online graph creator:

› http://ftd.li/qfhk7n;

› http://ftd.li/u4bxhe.

Assign the preparation of the presentation as homework, and then, on the big day, allow groups some time to get prepared before presenting their work to the whole group.

Tell students that the presentation should

› explain the experiment and their hypotheses,

› talk about the procedures they followed

› inform the audience about the findings and conclusions they have drawn from the experiment,

› say what they have learned about scientific experiments.

Ending

To wrap up, give students your feedback on the whole process and point out any comments or suggestions they have made that you feel are particularly worth remembering for next time.

UNIT 1 • What Would You Do ...?

Contents

» Zero conditional
» Introverts and extroverts

Objectives

» Review and expand the language content from unit 1
» [illegible] the characteristics of introverts and extroverts
» Express [illegible] and share opinions

Materials

» Student Handbook, page 249

Class Plan

Warming

Divide students into two groups. Group A will represent the introverts, and Group B, the extroverts. Both groups need to plan a party. In order to do that they have to take into consideration the personality and characteristics of each type of group of people (introvert and extrovert) invited to the party. Allow students some time to work on that and then invite them to present their planning for the whole group.

Developing

Activity 1 – Preparation

Read the questions and answer any doubts. Individually, ask students to go over all the questions and answer them about themselves. Allow them some time to do this.

Activity 2 – [illegible]

[illegible]

Activity 3 – Interaction

[illegible] respectful atmosphere and [illegible] good it can be to [illegible] different from us.

Activity 4 – Interaction

Carry out a class discussion [illegible] students to share their experiences and give their opinions.

Ending

Go back to the beginning activity, [illegible] going to exchange roles. [illegible] introvert will now be an extrovert and vice-versa. Allow them some time to work on [illegible] to present their planning for [illegible].

Answers

Activity 1 – Preparation

Personal answers.

Activities 2 to 4 – Interaction

Personal answers.

UNIT 1 • Puberty and Bullying

Contents

[illegible] and sociocultural changes [illegible]

Objectives

- [illegible] **puberty**
- [illegible] biological and socio-emotional changes teenagers go through during puberty
- [illegible] involved during puberty
- [illegible] to raise awareness about bullying [illegible]

Materials

- [illegible] pages 178-181
- [illegible] of teenagers talking to adults

Class Plan

[illegible]

Activity 1

Write the word "adolescence" on the board in the middle of a mind map. Make sure students get the word correctly (/ædəˈlesəns/). Underline the third syllable that is stressed on the board. Elicit which ideas they think of and write on some keywords.

Open Student's Book on page 178 and explain that they have to unscramble the letters to form words. Do the first one with the whole group. Let them work in pairs if necessary. Check the activity with the whole group. Ask students to, individually, think of another word associated with the topic and jumble up the letters. Have them show it to a classmate who should unscramble the letters to form the word.

Activity 2

Point to the words on the mind map and ask students to talk about and explain how these words are connected to **adolescence**. They do not have to define the words as it may require more specific vocabulary. It is a good idea if they can provide examples to illustrate their point.

Activity 3

In this activity, students are exposed to a definition of **puberty**. Have them look at the words in the box and [illegible] the text quickly. Then [illegible] the box to complete the [illegible] of the words for this kind of activity.

Activity 4

Ask students to read the [illegible] the text again. It is important that they [illegible] individually before they compare [illegible] Remind them to spot the evidence [illegible] to justify their answers and correct [illegible]

Activity 5

Draw two lists on the board and start writing [illegible] ideas to check if students understood the task. It must be clear what the difference between **biological** and **socio-emotional** is, even though one might affect the other. Once some examples have been collected, allow them to continue listing ideas in pairs or small groups. This is a topic that may cause some embarrassment or jokes. We recommend that you discuss the topic seriously. Students will then understand that it should be natural for them to talk about it. Remind them that everyone is going or has gone through puberty and that there is no shame in talking about it. Make sure that everyone feels respected in order to contribute. Jokes should be avoided. Have two volunteers come to the board to add the contributions that you will collect from the group.

Activity 6

This activity is divided into two parts. In the first part, students match the halves to form the sentences. Then they need to compare the ideas with the ones they listed in activity 5. Have them match the halves individually and then compare the sentences in pairs. Ask them to stay with the same classmate to compare the lists as an oral activity. When collecting feedback, check the ideas that had already been mentioned and listed on the board during activity 5. Ask students which of these changes are biological (a-h) and which are socio-emotional (i and j).

Activity 7

Have students define **bullying** and provide examples. Make sure they respect each other. Elicit why it can be common for teenagers to bully or be bullied. This moment should be treated with the utmost seriousness but also allow students to express their concerns. If they feel comfortable enough, they can be more honest

talking to adults

and invite them to discuss

to adults they trust about

through (family, teachers, school

psychologists, etc.)

puberty become more of a taboo

already is,

awareness that talking about puberty

cause

look at the suggested videos below. However, we recommend that you watch them entirely before showing them to students so that you can check they meet your teaching objectives.

Things to Know About Puberty, The House of [illegible] at http://tdh.ve/vedxsm.

"Visiting a Gynecologist," HiHo Kids, available at http://tdh.ve/vofume.

Feeling

Activity 3

The purpose of this activity is to have students think of a creative and effective way to raise the awareness of [illegible] puberty in their school or community. Tell them to write down their conversation. Encourage them to be creative when thinking of the kind of campaign they could create. Explain to them they have to be objective but [illegible]. It is important to manage students' [illegible]. Get students to share their ideas with the group [illegible] to suggest their ideas. Provide them with [illegible] and encourage them to speak [illegible]. For example,

[illegible]

[illegible]-ing.?

[illegible]

Activity 1

puberty [illegible]

Activity 2

Suggested answers: [illegible] in which some [illegible] observed. Also, [illegible] period of time.

Activity 3

a) body, b) [illegible], c) [illegible], d) [illegible], e) [illegible], f) [illegible], g) friends, h) adults, [illegible]

Activity 4

a) F – In infancy, the body grows faster.

b) F – It may be up to a six-year difference [illegible] years in girls.

c) T

Activity 5

Suggested answers

Some biological changes: hormonal changes, pubic hair appears, hair in armpits, acne, in boys: voice changes, hair on the face, penis and testicle enlargement, [illegible], breast development, menstrual periods

Some social-emotional changes: romantic and sexual attraction, peer influence, concerns about oneself and the world, sense of identity, independence, responsibility, mood swing

Activity 6

a) V, b) IX, c) I, d) VII, e) II, f) X, g) IV, h) III, i) VIII, j) VI

Activity 7

Possible answer: Teenagers may feel awkward and embarrassed about their body changes. They also feel self conscious and have difficulty dealing with strong feelings. Early or late bullying can be more common during puberty.

Activities 8 and 9

Personal answers

[illegible]

STEAM

UNIT 1 • Chain Reaction

Contents

Objectives

Materials

Creation

Developing

Teacher Book

(also known as Rube Goldberg device) to accomplish, such as closing a book or a door, ringing a bell, or popping a balloon. A simple task with a complex set of reactions is best. Try to make the most complex chain reaction possible with the time and resources you have, encouraging a sense of play, collaboration, and experimentation.

For extra exciting ideas including more complex chain reactions and elastic band "explosions," you can check out this blog post

› *Sarah Dees, "Simple Popsicle Stick Chain Reactions," Frugal Fun for Boys and Girls: https://ftd.li/5t3kuz*

Ask students "How is a chain reaction similar to a smile or a kind word?", "How can positive and negative actions result in positive and negative reactions?" Give them a few minutes to discuss this in small groups. Model the use of the zero conditional and encourage students to use it to share their ideas (e.g., "If you are in a bad mood and say something unkind, then the person you speaks to gets upset and takes a bad mood home," "If someone is having a bad day and you smile or say a kind word to them, they feel a little better."). Reinforce the idea that a small action, like dropping a marble, can result in much bigger and widespread reactions.

Ending

Save some time at t[illegible] make a kind note [illegible] someone. They can g[illegible] or leave it in a public pl[illegible] such as tucked between [illegible] plant, or in a crack in a wall [illegible] some personality [illegible] outgoing, private, etc [illegible] think of a personality that [illegible] as they make the card. C[illegible] how this person – [illegible] them – might like to be encour[illegible] finish and prepare to leave, re[illegible] cards they make, and the smile[illegible] share are like the first rolling m[illegible] a chain reaction – they are just the [illegible] have far-reaching effects.

› *Nate Folan, "Super Smile," Playmeo.com: http://ftd.li/qmx6tt;*

› *Rachelle Doorley, "Engineering Kids [illegible] Machine," Tinkerlab (blog) [illegible]*

SOCIAL - EMOTIONAL LEARNING

UNIT 1 • Introverts and Extroverts

Contents

» Socio-emotional learning
» Self-awareness
» Social awareness
» Relationship skills

Objectives

» Assess one's strengths and limitations
» Appreciate diversity
» Reflect on how to establish and maintain healthy and rewarding relationships w th diverse individuals and groups

Materials

» Student handbook pages 272-274
» "Introverts and Extroverts" video
» Kraft paper
» Colored pens and pencils

Class Plan

Beginning

Write "personality" on the board. Elicit some different ways to complete this sentence: "I'm [patient/sincere/shy]." In small groups, allow students 3 or 4 minutes to come up with as many different personality traits as possible. Encourage them to count the traits. This might give them some extra motivation. Invite some volunteers to share the different adjectives they came up with. As they do so, ask examples of attitudes that illustrate that personality trait. If necessary, give them an example, "When you're patient, you have some tolerance to wait for [some things/the right moment]." "When you're sincere, you don't hide the way you're feeling about something."

Developing

Before watching the video

Activity 1

Say "I'm sincere, but not always." and ask students if anyone feels the same way. Ask students if it is possible to be sincere 100% of the time and if the level of sincerity you have with someone may influence how sincere we are with them. Lead a discussion about different situations that may influence our level of sincerity. Ask students to read the statements individually, check how often they feel that

Activity 2

a classmate.
lead you to fe
pairs to join a new
each statement in
whole group how

Activity 3

Explain to students that
Nicholas and Amber are
their videos before
YouTube channel. Show
groups, ask students to
Accept all answers, asking them to say why the

While watching the video

Video – Part 1 (0:00-0:56

Activity 4

Play part 1 of the video once and ask students to share in pairs, if they predicted well. Elicit what the topic sentences were for "introvert" and "extrovert" on the board. Ask students to share with a classmate what Amber and Nicholas said. Ask 'What can you remember?' Tell students you are going to play part 1 again and you want them to take notes of what Amber and Nicholas say.

Activity 5

Ask students to read the statements and answer the questions. Play part 1 again, if necessary. Have students justify these statements and share their answers in pairs or small groups.

Activity 6

Ask students to read the questions and answer any doubts. Organize them in other groups for the discussion. Elicit what Nicholas and Amber say about **accepting people**. Allow them some time to answer and discuss the questions. Invite some volunteers to share the main ideas discussed in their groups.

If necessary, bring to discussion the importance of [illegible] and how our differences add up to a richer society. Have them reflect on the statement "Together we are stronger."

Video - Part 2 (0:58-2:18)

Activity 7

Ask students to close their books. Tell them that in part 2 of the video Amber and Nicholas say what they think is essential to do when extroverts interact with introverts. Explain that they give four tips for good interaction. Allow students some time to write down, in pairs, what they guess these tips are. Play part 2 and encourage students to comment on their predictions.

Divide the board into four parts and elicit the tips Amber and Nicholas give, copying each one as the title of a part. Explain to students you are going to play the video again so they can get more details about each tip. Ask them to open their books and read the tips. Play part 2 and pause after each tip. Encourage students to take quick notes.

Activity 8

Organize students into small groups and have them discuss what they got for each tip. As students discuss, walk around the classroom, listen to what they say, and encourage them to speak English whenever possible. When they finish, ask some volunteers to share their ideas.

Activity 9

In the same groups, ask students to come up with some other tips to improve relationships between different people. Allow them some time to share their ideas with the whole group.

Video – Part 3 (2:18-3:11)

Activity 10

Ask students to read the rubrics. Show part 3 of the video and ask them to make comments on the statement. Have students discuss in small groups if they think this could be a solution to bullying and, if so, in what ways. Invite them to share their opinions.

After watching the video

Activity 11

Ask students if they remember what Amber and Nicholas asked them to answer. Allow them some time to do the activity individually, [illegible] their answers with one or two [illegible]

Ending

Give out some kraft paper to [illegible] them they are going to d[illegible] collaborative [illegible] Instruct students to draw one of their ears on paper and to complete each finger with a personality trait. If possible, get all the students to share the same paper and invite them to decorate it. Allow some time to read and comment on the similarities and differences they find. Ask them to suggest words or sentences that they would like to write on the poster about some of the things they talked about in the unit. When they agree on what to include, invite them to write these words or sentences and choose where in the classroom or at school they would like to display it.

Activities 1, 2, and 3

Personal answers

Activity 4

Suggested answer: The video is about the differences between introvert and extrovert people and tips on how they can relate to each other.

Activity 5

Suggested answers:

a) An introvert enjoys spending time alone. A shy person might not like it, but they feel uncomfortable in social situations.

b) Introverts can be talkative, but usually among close friends.

Activity 6

Suggested answers:

a) They say that "we should accept people for what they are, without judging or stereotyping them."

b) The outside, our "cover," is only a tiny part of what we actually are.

c) When we judge or categorize someone, we form an opinion based on our personal convictions and beliefs. When we stereotype, we tend to make a simplistic generalization based on how people look outside or what they seem to be. In both cases, we are not actually looking at the individual.

d) We should look at each individual and not make assumptions based on our prejudgment or belief.

Activity 7

[illegible]

- **Understand some people need space and time** [illegible] n't get energized by social interaction, they [illegible] need time alone [illegible] have the energy [illegible] mentally prepare to [illegible].
- **Don't label people**: our society tends to think that being [illegible] personality. Introverts are labeled [illegible] to make [illegible]
- **Try to include people and show that they are welcome in a place**: speaking their minds or parti[illegible] in a conversation is not something in[illegible] introverts, introverts tend just to listen wh[illegible] conversation, introverts may feel intimidated and not [illegible] word when there are lots of extroverts around, includ[illegible] show your friend they are welcome in that place, d[illegible] push them to do something they don't want to do.
- **Listen carefully to what people have to say**: in[illegible] are usually quiet, and [illegible] tend to dominate the [illegible]versation, it's not a natural impulse for introverts to share their thoughts, but they have a lot to say, be thoughtful and listen carefully to introverts.

Activities 8, 9, 10, and 11

Personal answer

UNIT 2

Lesson 1

Contents

- [redacted]
- [redacted]
- [redacted]

Objectives

- [redacted]
- [redacted]
- [redacted]
- [redacted]

Materials

- [redacted]

Class Plan

Beginning

Ask students to write the name of someone they admire and two or three reasons why they admire this person. When students are ready, invite them to share their reasons with the whole group and write some keywords on the board.

Developing

Activity 2

Write the title of the web article on the board ('Ways to Accept Yourself for Who You Are') and elicit some ideas of what students believe will be in it. After they have come up with some ideas, tell them that only the top 3 ways will be in their books and ask them to choose, in pairs, one they think will be there.

Allow students some time to go through the text quickly and check their predictions. Then ask students to answer the questions in this activity.

Activity 3

Ask students to read the web article more carefully now and answer the questions in pairs.

Activity 4

Remind students of the two meanings of the word **troll** and explain that they will read some definitions of the word **recipe**. Ask if they know any meanings.

Activity 5

[redacted]

Extra Activity

[redacted]

Ending

As follow-up, ask students to read and comment on some of their classmates' posts.

Answers

Activity 1

Personal answers.

Activity 2

a) It's an informal text. It uses contractions like **you're**, **don't**, **you'll**. The use of the pronoun **you** makes readers closer to the story.

b) People who are interested in the topic.

c) It's called 'Live Your Life on Purpose'.

Activity 3

Personal answers.

Activity 4

a, b, c

Activity 5

Personal answers.

Activity 6

a) [redacted] b) guilty

c) [redacted]

Do I Know Myself? | Part 1

Contents

» Comic strip
» Self-esteem

Objectives

» Read and analyze a comic strip
» Talk about self-esteem

Materials

» Student Handbook, pages 100-101

Class Plan

Beginning

Tell students they have 2 minutes to write three adjectives that show teenagers are feeling good about themselves. They may do this in small groups. After the time is up, ask them to share their ideas with the group

Activity 1

Ask students to look at the guiding question that appears at the beginning of the comic strip and take notes on how they feel affected.

Next, form small groups and allow them some time to discuss their answers. Ask some volunteers to share what their groups discussed. After sharing, ask students what they think might explain the character's low self-esteem

At this point, it would be interesting to point students to this link: http://fld.li/ez9973

Activity 2

Write the words "self-esteem," "self-awareness," "self-love," "self-acceptance," "self-worth" on the board. In pairs, ask students to say what they understand by these words

Activity 3

Ask students if they agree that the comic strip provides an example of a person who does not practice these concepts and how they know it (the character is feeling bad about himself and thinking he is not good enough for someone)

Ending

Divide students in pairs. They need to say at least three good things about a classmate

DO NOT COPY

UNIT 2

Lesson 2 | Part 1

Contents

- [illegible]
- [illegible] will
- [illegible]

Objectives

- [illegible]
- [illegible]
- [illegible] will / won't
- [illegible]

Materials

- Student Handbook [illegible]
- [illegible]

Class Plan

Beginning

[illegible] "past," [illegible], "school," "work," [illegible] "traveling," and "dream."

[illegible] two volunteers to stand with their backs [illegible]rd and explain that the other students [illegible] descriptions of the words for them to guess [illegible] want to play another round, decide with [illegible] words to go on the board.

Developing

Activity 2

Explain to students you are going to ask questions about the content of the letter and that they should tap on their desk as soon as they find the answer. If necessary, insist that they wait till you call someone to answer. This way, more students will be able to find the answers. You may use some of the following questions and include others.

- How old is the writer? (18.)
- Who is the letter to? (To the future self of the writer.)
- What kind of [illegible] the writer ask about? (E.g.)
- Which family members does the writer ask about? (Brother, dad, and mom.)

Activity 3

[illegible] have discussed the questions in pair[illegible] them and talk about it [illegible] them to ch[illegible] new cla[illegible]

Activity 5

Before students [illegible] the audio, ask them what they think will b[illegible]miliar or different from the letter i[illegible] activity 2. After they [illegible]ave shared their answers, you can play it again for them to jot down some details from the letter and decid[illegible] which questions they might also ask themselves.

Audio Script • Track 9

Dear future me,

What's up? I was wondering what you've been up to. Did you graduate from a good university? Did you move to a different state? Please, tell me you finally made it to California. I want so much to live there, but at the same time I'm terrified [illegible] away from family. Do you get homesick? Or are you still single? Are you happy where you are? If you're not, CHANGE!

Are you still into fashion?

Do you still exercise?

Did you finally meet Rihanna?

The 15-year-old you would be really happy if you did

Last, but not least, I hope you learned to love yourself the way you are: you don't need straight hair or a slim figure to cherish who you are. Hope you are not going on crazy diets and that you are taking good care of yourself

Love,

Little 16-year-old me.

Activity 6

Write "I will be successful." on the board and ask students if this sentence refers to the present, past, or future and how they know (it refers to the future and the use of **will**). Then elicit the basic rule to transform a sentence into a question (changing the order of the

UNIT 2

Lesson 2 | Part 2

Contents

- Stressed syllable
- Comic strip
- Motivational speech (commencement address)

Objectives

- Identify and practice the stressed syllables
- Record a letter to their future self
- Read a comic strip
- Listen to main ideas in a motivational audio
- Identify specific information in a commencement address

Materials

- Student Handbook, page 27
- Audio track
- Cell phones

Class Plan

Beginning

Write "success" vertically on the board and ask students to copy it into their notebooks. In pairs, they take turns writing related words horizontally as if it were a crossword puzzle. Decide with them whether or not they can search words in their notebooks. As they will be working in pairs, they can repeat the activity twice, once on each student's notebook.

Developing

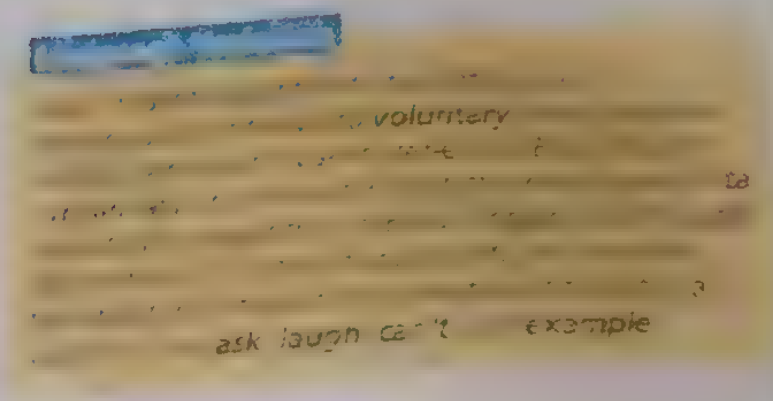
Activity 9

Audio Script • Track 10

Voluntary.

Activity 10

Ask students to read the information in the Tips box, play the audio, and ask them to identify the stressed syllable.



Activity 11

Write the words "individual" and "understand" on the board and ask students to ... sentence with it. Then ask them to choose the option that shows the appropriate stressed syllable

Audio Script • Track 11

a) individual

Activity 12

Before students start the activity, tell them to look at the letter in activity 2 as well as the notes taken in activity 5. Also, encourage them to take notes of some ideas they want to mention and keywords that might help them accomplish this task. As a group, decide on an app they can use. If they don't have a group on social media, they can record their letter as a private message, add any photos or texts they wish and send it to a friend or relative. When they finish, invite them to play their recording and listen to some of their classmates' letters.

Ending

In pairs, have students discuss something important they learned in this lesson and tell them to write a phrase summarizing it. When all pairs have written their phrases, get them to walk around the classroom and share their phrases.

Activity 9

Voluntary.

Activity 10

vol

Activity 11

a) individual

b) understand

UNIT 2

Lesson 3

Contents

» Modifiers
» Adverbial phrases

Objectives

» Identify and practice the use of modifiers
» Identify and practice the use of adverbial phrases
» Dealing with failure positively

Materials

» Student Handbook, pages 28-29
» Audio track

Class Plan

Beginning

Explain to students you will give an adverb dictation. Draw a grid on the board similar to the one below, but without the adverbs. Have students copy it on their notebooks. Dictate the adverbs randomly and have students write them in their corresponding columns. You do not have to use all the words.

When (time)	Where (place)	How (manner)	How much (frequency)
First, Next, After that, At 3 o'clock, After a while, Every day	at home down the hall in the park on the left next to me at the back of the bus	slowly gently as soon as possible whithout stopping badly beautifully	twice a week every day never usually sometimes always

Developing

Activity 1

Ask students to look at the comic strip and, without reading any words, guess what it is about. After they share their opinions, ask them to read the whole text and check their predictions.

Activity 3

Ask students if they know the name of the [illegible] played the genie in *Aladdin* (Will Smith) and explain to them that they will listen to him on an inspirational audio called *The Best Advice You'll Hear*.

Activity 4

Audio Script • Track 12

You don't try to build a wall. You don't set out to build a wall. You don't start there. You say: "I'm gonna lay this brick as perfectly as a brick can be laid.

There will not be one brick on the face of the Earth that's gonna be laid better than this brick that I'm gonna lay in this next 10 minutes."

You do that every single day – and soon you have a wall!

99% of people are not willing to do what it takes to make their dreams come true. Self-discipline is the center of all material success!

Failure is a massive part of being able to be successful! You have to get comfortable with failure.

You know, you go to the gym and you work out.

You're actually seeking failure.

You wanna take your muscles to the point where you get to failure because that's where the adaptation is. That's where growth is!

Video Advice. "The Best Advice You'll Ever Hear! Will Smith." YouTube. November 14, 2018. Accessed November 12, 2019. https://www.youtube.com/watch?v=kDHtyYlwM1A&list=PL9pP7m7aww5JWzFsl4cMo8UVt7cVw3S8Q&index=4&t=0s. Excerpts from 0.01 to 0:27, from 0 49 to 1 13, and from 1 19 to 1 31

Activity 7

Ask students what they know about Harry Potter and if they have read the books or seen any of the movies

Audio Script • Track 13

President Faust, members of the Harvard corporation, and the Board of Overseers
Members of the faculty, proud parents and above all graduates.

The first thing I would like to say is "Thank you." Not only, Mr. Harvard given me an extraordinary honor but the weeks of fear and nausea I have endured at the thought of giving this commencement address have made me lose weight.

Delivering a commencement address is a great responsibility, or so I thought until I lost my mind. I look to my own graduation. The commencement speaker that day was the distinguished British philosopher Baroness Mary Warnock. Reflecting on her speech has helped me enormously in writing this one, because it turns out that I can't remember a single word she said.

This liberating discovery enables me to proceed without any fear that I might inadvertently influence you to abandon promising careers in business, the law, or politics.

Achievable goals – the first step to self-improvement.

Harvard Magazine. "J.K. Rowling speaks at Harvard commencement." YouTube. September 15, 2008. Accessed November 12, 2019. https://www.youtube.com/watch?v=wHGqp8lz36c. Excerpts from 0:17 to 0:57, from 1:23 to 2:13, and from 2:38 to 3:13.

Language Variation

Ask students if they can guess whether J.K. Rowling's language variant is British or American English (British English) and draw their attention to her pronunciation of the final ***-r*** *sounds in* ***honor***, ***speaker***, *and* ***philosopher****. While British speakers tend to only pronounce this* ***-r*** *when it is followed by a stressed vowel, as in the word* ***sorry***, *or in connected speech, such as* ***the honor of*** *speakers of the American English variation always pronounce it.*

Tip

If you or students are interested in knowing more about J.K. Rowling's difficulties in finding a publisher for Harry Potter, you may read the article "J.K. Rowling Turned down by 12 Publishers before Finding Success with Harry Potter Books" at http://ftd.li/xft85t.
If you want to know more about the silent ***r*** *in British English, you will find some examples at http://ftd.li/m4qkd8.*

Before starting the class, play J.K.Rowling's audio (Track 13) from the previous class one more time to refresh students' memories.

Activity 9

Ask students if they were surprised by J.K. Rowling's ideas in the commencement speech.

Tip

Depending on the level of your students, they may need some help to get started. Provide them with a list of adjectives, adverbs and adverbial phrases. Say the sentence "I love slow music", then "I walk slowly" and ask them what it could refer to. Then say "I always try to eat as slowly as possible" and ask them what it could refer to. Explain that "slow" and "slowly" can be used to describe the way you do something. "Slow and steady" is an example of an adverbial phrase. Students may also be directed to the Word Bank to find more information and examples.

Activity 10

Ask students to brainstorm motivational sentences to help people deal with failure. When they finish, they can mingle and show their sentences to different classmates.

Ending

Have students make a big circle. Say a sentence and have the student next to you repeat the sentence with a modifier. For example,

Teacher: He walked to school.

Student A: He walked to school **sleepily**. She's my friend.

Student B: She is my **best** friend.

– and so on.

Answers

Activity 1

a) refuse, b) success; c) failure

Activity 2

a) T

b) T

c) F - Comic strips are designed by comic artists or cartoonists.

Activity 3

Personal answers

Activity 4

They are related to self-discipline and accepting failure.

Activity 5

No, they aren't.

Activity 6

Activity 7

Activity 8

Activity 9

(d)

CLIL PROJECT

Do I Know Myself? | Part 3

Contents

» Comic strip
» Self-esteem

Objectives

» Explore the genre comic strip
» Create a comic strip

Materials

» Student Handbook, pages 100-101
» Computer lab or devices with internet access

Class Plan

Beginning

Activity 5

Go back to the comic strip and explore the genre. Encourage students to do some research about the basic features, such as the division of panels, different kinds of speech bubbles, objectivity of the messages, etc. The sites below may be suggested:

- Philnoteducation.org, "Analysing Visual Texts," http://ftd.li/aboodq;
- Carli Spina, "Take a Closer Look at Comics," YALSA: http://ftd.li/qjm3b.

Developing

Activity 6

Explain to students that they will be working in pairs or trios to create their own comic strip and that the comic strip theme for everyone will be to promote self-esteem in people their age to have self-love, self-acceptance and self-acceptance. If necessary, remind students that **comic strips** are a form of artistic expression and that they can lead the reader to relate to the narrative and reflect on [illegible]

Follow the suggested framework and remind students to focus on the concept studied in this section and explain that they may base their characters on themselves or create a character who is completely fictional.

When writing the first draft of the dialogues, remind students to be objective to avoid their comic strip being too long. The feedback stage is very important and you can also involve the students in it. Encourage them to comment on how effectively other groups' comic strips communicate ideas and, whenever relevant, to give some suggestions of how it could be improved. You can also create a checklist with the group to use for peer feedback.

There are several applications students can use to create comic strips and some are suggested below. Ask students to take a look at them and choose the one they find the most user-friendly.

- DuckDuckMoose, "Superhero Comic Book Maker" (app): http://ftd.li/joq4wy;
- Pixton: https://edu.pixton.com/

Ending

Set a deadline for students to submit their final version.

LISTENING

UNIT 2 • Future

Objectives

Activities

Class Plan

Activity 1

Activity 2

Wow, I can't forget I said all of that. Wow. Like this first part where it says I hope you're still reading. I've always been insecure. I'm a bad type of person and I've always been like I've always been insecure. And then I hope you have started on your dream to become famous. I'm thanks to you guys. I have, like, no idea like, don't know what I would be doing without you babe and without you guys and everything.

Life of Juan - Reading a selection from My Year... Dear Future Self + Prompts for the S... in 3... & Activity Navigation. https://www.youtube.com/watch?v=... Excerpt from 1:58 ...

Activity 3

Address students to the activity. Ask a volunteer to read the instructions and the sentences. Draw their attention to the not mentioned (NM) option. Explain to students you will play the audio three times. The first time, ask them to listen to it, a second time to check their answers, tell them to guess unknown words from the context, check with the whole group.

Activity 4

[illegible]

Activity 1

[illegible]

Activity 2

[illegible]

Activity 3

[illegible]

Activity 4

[illegible]

GRAMMAR

UNIT 2 • Gerund and Infinitive

Contents

» [illegible]

Objectives

» [illegible]
» [illegible]

Materials

» Student Handbook pages 218 219

Class Plan

Beginning

Have students sit in a circle or lined up. Choose one student to start a Memory Game. Ask this student to say a sentence mentioning what they like or do not like doing, for example, "I like [eating chocolate]." The next student in the line or on their right should repeat their sentence and add something they like or do not like, e.g. "I like [eating chocolate] and I don't like [waking up early]." The game continues until everyone has had a chance to participate.

Developing

Activity 1

Ask students to read the conversation and answer any questions. Have them individually underline the correct verb form to complete it. Explain to them that they need to look at the preceding verb to see if it is followed by gerund or infinitive. When they are done the activity, have them compare their answers in pairs. Ask a pair of students to read their conversation aloud and correct the activity with the whole group.

Activity 2

Ask students to read the sentences. They have to complete them with the correct form of the verb in parentheses. When correcting the activity with students, ask them to justify their answers. For example, "Item a is gerund because after the verb **keep** we need gerund."

Activity 3

[illegible]

Activity 4

Ask students to [illegible] by gerund or infinitive. [illegible] them. Once they are finished, [illegible] sentences in pairs to create [illegible] any questions. Ask some students to read some of their sentences aloud.

Ending

Write on the board: "I can't stand [illegible]. I forget [illegible]." Organize students into pairs. Ask them to take turns sharing these facts about themselves using gerunds in their sentences. Ask them to add other two sentences to their conversation using the same kind of prompts. You can add more prompts if you wish.

Answers

Activity 1

Tanya: researching, writing
Greg: to write
Tanya: to divide, to support
Greg: writing, presenting

Activity 2

a) trying, b) waiting, c) to call, d) to surf, e) complaining, f) waiting

Activity 3

a) admit, d) like, e) stop, i) begin, j) forget, k) hate, l) mind, n) miss, p) avoid; r) prefer

Activity 4

Personal answers. Any accurate and intelligible sentence using one of the verbs checked in activity 3 (followed by gerunds).

UNIT 2

Lesson 4 | Part 2

Contents

» Listicle

Objectives

» Write a listicle about becoming a better person

Materials

» Student Handbook, page 31
» A4 sheet of paper (half of sheet per student)
» Big colored cardboard

Class Plan

Beginning

Write the title of this unit on the board: "Self Love ... Self Awareness."

Give each student a sheet of paper. Ask to students to create an illustration that depicts this phrase. Tell them to keep it for the Ending activity.

Developing

Activity 8

Ask students to read the instructions and draw their attention to the use of present tenses in the texts they have read so far. Elicit the following guidelines they can use to write a listicle:

› a catchy title that includes the number of tips;
› a short introduction to the theme and quotes;
› topic sentences;
› a reason to deal with the situation mentioned in the topic sentences;
› explanations and examples to support points of view

When students finish their listicles, invite them to swap texts with a classmate and give each other feedback on the content.

Ending

Invite students to stick their illustrations on the cardboard and write the title on the top. Place it somewhere everyone can appreciate.

Answers

Activity 6
Personal answers.

Activity 7
a) (red); b) (green), c) (blue)

UNIT 2 • My Future Self

Contents

» [illegible] will

Objectives

» [illegible] and expand the vocabulary and grammar content from unit 2
» [illegible] about their future self
» [illegible] the future with **will**
» [illegible] speeches in pairs about their future self

Materials

» Student Handbook, page 251

Class Plan

Beginning

Ask students if they ever plan their actions and how they do that. Do they use a planner? What do they think about short, medium, and long-term plans? Open a discussion about this topic with the whole group.

Developing

Activity 1 – Preparation

Read the questions with students and answer any doubts individually, they should go over all the questions and think about their [illegible] boxes what they think about the [illegible] and how they see themselves in the future. Encourage them to use the space provided to take notes. Allow them enough time to do this.

Activity 2 – Interaction

Explain to students that they are going to give a short presentation based on their answers and ideas in activity 1. Divide students into pairs and ask them to start the activity. First, one of the students should talk for 3 to 5 minutes. Next, the other student asks them questions about what they have said. Then they switch roles. While they talk, walk around the classroom, monitor, and help them as needed.

Ending

Ask students how they think planning for the future might help them. Do they know anyone who makes plans and turn them into action? Open a discussion with the whole group. Have them provide ideas on how to turn plans into actions.

Answers

Activity 1 – Preparation

Personal answers

Activity 2 – Interaction

Personal answers

CLIL

UNIT 2 • Do You Know Where You Are from?

Contents

» Internal and international migration
» Numbers and dates
» Simple past

Objectives

» Identify the difference between internal and international migration
» Read and understand a graph and an extract from a study on migration
» Review the simple past to talk about family history
» Produce a paragraph about family history

Materials

» Student Handbook, pages 182-185

Class Plan

Beginning

Activity 1

This activity will help set the general setting for the class and establish a clear connection with the unit of the coursebook. Make sure students understand the expression **what does it take for**. As this is a very open question, it may general different answers. Some of them may not relate to the topic of the class (understanding our origins foster self-love). Accept students' contributions and guide them towards the topic by asking questions, like, "Do you think that learning about your origin/family background may help you understand who you are?"

Developing

Activity 2

Ask the whole group how many of them know where their family comes from or if they know how long they have been where they are now. Read the questions with students and let them talk about them in pairs. Open up for feedback and discussion. You may ask them to complete this activity in advance or assign it as homework and check it in the following class.

Activity 3

Ask students to pay attention to the graph and tell them it's a **pie chart** or **bar chart** graph (bar chart graph). Ask them to find the **y-axis** (number of immigrant arrivals) and the **x-axis** (years divided in to decades) in the graph. Have them also notice that the color key helps them understand the different fractions within each bar.

Once the main features of the graph are clear for students to read it objectively, let them analyze it and choose the most appropriate title. You may ask the whole group to answer the activity and justify their suggestion together. Have them explain why the other two options are not possible.

Further

To learn more about graphs, we suggest the following websites

WikiHow, "How to Read Graphs"
https://ftd.li/7i3b5z;

Graphing Tutorial, "Building Bar Graphs"
http://ftd.li/kqugaw

Activity 4

Ask students to read the questions and look at the graph again. Ask them to underline/identify the keywords in each question. This will help them to focus on specific information. Allow them time to work individually. Ask them to compare their answers and check the activity collectively. Have them notice how to say decades using **-s** at the end of the year.

Activity 5

Have students identify some information individually before they can work in pairs to exchange their impressions. Collect feedback by having some students share their ideas with the whole group.

Activity 6

Ask students to read the text once to identify the main topic (internal migration). This extract contains some technical language, therefore, it is important to guide students through this reading task. Ask them to identify cognates, to infer other words based on the context to help their understanding. Some of the

work which students may not be familiar with include **throughout**, **underwent**, **major** and **rather than**. Let them identify the difference in meaning observing the context. Elicit the correction and have them help [illegible] write a possible answer on the board.

[illegible]

Activity 7

Ask students to look at the items and find the corresponding passage in the text in activity 6. Have them scan the text and then focus on detailed information related to the figures presented. If you notice students might struggle to answer, have them complete the activity in pairs.

Activity 8

In this activity, explain to students they are going to get more familiar with some terms that have appeared in the class so far. This is the moment to systematize this knowledge. Tell them they are all nouns. Make sure students do the matching individually first. Get them to check their answers in pairs before group correction.

Work on the pronunciation of some words. The sound of /r/ in **rural** can be a bit tricky for students, so elicit some other words that have the sound /r/ in both initial and medial positions for comparison and practice. The letter **u** in **urbanization** and **urban** are pronounced /ʌ/ (as in **cut** and **but**), and not /ju:/ (as in **universe** and **united**).

Activity 9

This activity aims to help students to produce their paragraphs in activity 10. The work with some key verbs in the simple past may be a useful model. Have them read the paragraph first and then complete using the verbs from the box. Ask a volunteer to read the passage aloud and check the activity with the whole group.

Activity 10

This is the moment for students to personalize the model they saw in the previous activity. It is a good idea if they can plan before writing their paragraphs. They can use the infor[illegible] you can assign it as [illegible]

[illegible]

Ending

Activity 11

Ask students to go back to the topic that was started in the first activity and take into account what they said throughout the class. Open a circle for discussion and let volunteers to speak up. Encourage students who might not participate much.

Answers

Activities 1 and 2

Personal answers.

Activity 3

b

Activity 4

a) Italians; b) More than 800,000; c) 1940s; d) In the 1910s and 1920s

Activity 5

Personal answers.

Activity 6

Suggested answer: Mass internal migration from rural areas to urban centers.

Activity 7

a) the period when urbanization increased

b) how the urban population grew in 50 years

c) migration from rural to urban areas

Activity 8

a) V; b) III; c) VI; d) VII; e) II; f) I; g) IV

Activity 9

a) came/moved; b) are; c) were born; d) [illegible]; e) had; f) lived

Activities 9 and 10

Personal answers.

STEAM

UNIT 2 • The Zentangle Method

Contents

- [illegible]
- [illegible]
- [illegible]
- [illegible]

Objectives

[illegible]

- [illegible]
- [illegible]

Materials

- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]
- Pencils
- Erasers
- Examples of Zentangle self portraits (easy to find online)
- Worksheets of Zentangle drawings (Easy Zentangle Patterns for Beginners, How to Draw Doodle Art Tutorial Drawing Step by Step Tips Sheet Worksheets available at http://[illegible] or search online)

Class Plan

Beginning

Ask students to write six to ten words or phrases that say something about who they are. These terms can be adjectives describing their personality, nouns representing different roles they play, or any phrases or expressions that have special meaning to them. Organize students into pairs and have them share their lists. Encourage them to explain why they chose these words and how they relate to their identity.

Developing

Show students the examples of Zentangle self portraits. Have students point out their favorites ones and ask what they like about them. Help them notice the

[illegible]

Tangle art [illegible] **Zentangle** [illegible]

Tangle drawings have become popular since [illegible] because it does not require [illegible] and [illegible] to be present in the process. [illegible]

Provide students with the materials. Guide them in following these steps to create a self portrait tangle drawing. Model each step as your picture and have students follow yes.

1) Take a thick permanent marker or pen and trace the contours of the face on your printed picture. Have students do the same in their own pictures. They may choose which details to add or omit.

2) Put a new sheet of paper on top of the photo with lines drawn on it. Trace these lines (transforming the same contours) onto the new page. If students prefer, they can do this in pencil first in case they make a mistake. Alternatively, in the spirit of tangle drawings, they can be bold and not worry about mistakes and use the same permanent marker.

3) Pencil in shapes to be filled with tangle patterns. This can be done by drawing dots and connecting them, by drawing shapes such as circles, or by blocking out parts of the face, hair, or body to be filled with patterns. There is really no right or wrong.

4) Next, divide these shapes with "strings (---)" lines that separate it into different sections to be filled in. These strings can be straight, wavy, or any style.

5) Write in some of the key identity words chosen at the beginning. They can fill in some of the string divisions, be written along contour lines of the face, or be placed anywhere. They can be big and noticeable or small and hidden among the tangles.

6) [illegible] abstract pattern made up of simple marks. This should be done with a black pen. Tangle drawings are all about being present in the moment and trusting yourself, not [illegible] the design). Easy tangles include zig-zags, swirls, and [illegible] let the pen take you to the next step, as you celebrate the act of creating something. The results are never planned and always surprising.

Ending

Give students a [illegible] their classmates [illegible] quite finish, give them the char[illegible] Display these drawings in the [illegible] representation of students' [illegible]

[illegible]

[illegible] Adults Are Telling Drawing, not *Calming Patterns Instead of Just Coloring Th[illegible]* *http://ftd.li/hvx85y.*

UNIT 2 • Only Compliments

Contents

- Social-emotional learning
- Self-awareness
- Social awareness

Objectives

- Recognize own strengths
- Develop self-confidence
- Practice compliments and appreciation

Materials

- Student Handbook, pages 275-276
- "Only Compliments" video
- A picture of a famous person who is a good role model for teenagers
- Sticky notes
- A jar filled with blank slips of paper (at least one slip of paper per student)

Class Plan

Beginning

Show students the picture of the famous person and elicit what they know about them. Then explain that they are going to play, in pairs, a guessing game about famous people and that they can only ask yes-no questions until they find out who it is. Use the famous person you chose as an example and elicit a few possible yes-no questions, such as "Is he/she an artist?", "Is he/she from Brazil?", "Does he/she have a band?", etc.

Give students the sticky notes and ask them to form pairs. Have them write the name of someone really famous on it. They should put the sticky note on their classmate's forehead without letting them see the name. Students should then ask yes-no questions to guess who they are. When they find out, invite them to put their sticky notes around the classroom.

Ask students what else they know about these people and why they have chosen them.

Developing

Before watching the video

Activity 1

Organize students into pairs and have them look at the people depicted. Ask them to talk to each other, describing what they know about these people. They should mention the good things they know about them.

While watching the video

Video – Part 1 (0:00-0:50)

Activity 2

Explain to students that the video they are going to watch shows an experiment Amber and Nicholas will participate in. Ask them to pay attention to what this experiment is and play part 1 once. Have them answer the questions and to compare what they understood in pairs.

Activity 3

Have students look at the pictures and read the quotes. Ask them what else they know about these famous people. Organize students into pairs. As they try to rephrase the quotes, monitor their work, encouraging them to speak English whenever possible and helping them with vocabulary. When they finish, invite some volunteers to share their wording for each quote and ask students' opinions about the ideas in the quotes.

Video – Part 2 (0:51-2:28)

Activity 4

Explain to students they are going to watch part 2 of the video in which good things about those people in activity 3 are said. Write "who" and "compliments" on the board. Explain that you would like them to take mental notes of the people and the compliments they make about them. Play part 2 once and organize students into pairs. With a classmate, they should take some notes about what they remember from the video. Allow students some time to compare what they remember and compare it with another pair. Then have a general conversation with the whole group, asking different students to say what they got about each one. Write their answers on the board.

Before finishing

Invite students to have a go at this experiment saying good and positive things about four or more famous people they suggested on the sticky notes at the beginning of the class. They should do this in pairs. Walk around the classroom as they do so and contribute with ideas as well. After some time, elicit some of the positive comments they made.

[redacted]

[redacted]

Activity 6

[redacted] to pair a new classmate and invite them to [redacted] other. Ask them to consider personal [redacted] ("I think you're creative"), things they [redacted] ("You speak English well"), and their [redacted] skills ("You're always there for your [redacted]"). If you feel the activity is flowing well, ask [redacted] to exchange classmates and do the same exchange of compliments once more.

[redacted]

Activity 7

Tell students that Amber and Nicholas are going to talk about their experience in part 3 of the video. Ask them to answer the question in small groups. Play part 3 once and tell students to check their predictions.

Play part 3 a second time and pause after Nicholas says, "We don't want to sound like we are bragging, you know?" Ask students what they think **bragging** means (telling people how awesome we are). Play the rest of the video.

After watching the video

Activity 8

Organize students into small groups. While they discuss the questions, walk around the classroom and prompt them with some other questions. Here are a few suggestions, "Why is self-love so important?", "How often do you think we should tell ourselves the good things about us?", "Should we ignore our flaws?", "What should we do about our not so positive side?", "What other ways are there of boosting our self-confidence?", "Who in your family do you think would benefit from doing the 'compliments only' exercise?", "Would you consider playing this game with other friends? How do you think they would react?", etc. After students have had enough time to talk about the questions, invite some volunteers to share one or two of the things they discussed in their groups.

Ending

Show students a jar filled with blank slips of paper. Invite them to help you transform it into a **Positive**

Comments

[redacted]

[redacted]

Activity 1

Suggested answer: All [redacted] a successful and talented [redacted] Brazilian artist famous for [redacted] Carolina, a talented [redacted] and spread positive messages.

Activity 2

Suggested answer: The experiment is called "Compliments Only." Lauren, a friend of Amber's and Nicholas', is going to show them pictures of different people and they are going to say only good things about them. The idea of the experiment is to look at the positive side of everyone and recognize their qualities.

Activity 3

Personal answers.

Activity 4

Possible answer:

Beyoncé: super talented, a great singer, a great dancer, very intelligent, she speaks about important issues in her songs, really beautiful.

Malala: inspiring, incredibly brave, very intelligent and empathetic, she tries to change the world by helping children have access to education, an amazing person.

Marie Curie: an inspiration for Amber because she wants to be a scientist, very intelligent, a visionary (her discoveries were a revolution for science), persistent and dedicated to her work.

Steve Jobs: pretty intelligent, innovative (the things he created have revolutionized the way we deal with technology, computers, cell phones, media, etc.), a very creative guy.

Activities 5 and 6

Personal answers.

Activity 7

Suggested answer: They think that complimenting others is easier than saying good things about ourselves.

Activity 8

Personal answers.

Giving Advices

Contents

» Problem
» Advice

Objectives

» Develop listening skills (general and detailed information)
» Give advice

Materials

» A song whose lyrics portrays someone who has some kind of problem (some suggestions include "A Place in This World," by Taylor Swift; "Someone Like You," by Adele, "When I Was Your Man," by Bruno Mars; "Hey Jude," by The Beatles, "Under Pressure," by Queen)
» Copies of the lyrics of the song chosen (one per pair of students, optional)
» Projector (optional)

Class Plan

Beginning

Show the following quotes and have students discuss them in small groups

› "A problem is a chance for you to do your best." - Duke Ellington

› "We cannot solve our problems with the same level of thinking that created them." - Albert Einstein

› "A problem well stated is a problem half solved." John Dewey

› "It's so much easier to suggest solutions when you don't know too much about the problem." – Malcolm Forbes

› "There's no use talking about the problem unless you talk about the solution." – Betty Williams

When groups are done, invite a student from each group to summarize their conversations with the class. Ask classmates to guess what problems they talk about (problems).

Developing

Explain to students they are going to listen to a song in which a problem or sad situation is described. First, they are going to listen without the lyrics, and they have to pay attention to identify the situation the "singer" is facing or how they are feeling. Play the song once. Ask students to get into pairs and exchange their notes and perceptions on what they understood by listening to the song.

Play the song once more so that students can complement their ideas and share information in pairs.

Give a copy of the lyrics to each pair or project the lyrics on the board. Tell students to read it in silence. Answer any vocabulary questions students may have and ask an open group discussion about the problem faced by the "singer."

In pairs, have students think of and write down a paragraph giving some advice to the "singer."

Remind students to use the language they learned in class by eliciting them on the board.

› Zero conditional

› **Have to**

› **Must**

› **Should**

Ending

Have each pair read their pieces of advice aloud to the whole group. Ask students to decide on the three best pieces of advice. Encourage them to justify their suggestions/pieces of advice.

REVIEW

Units 1-2

Contents

- Personality adjectives
- Comic strip (main characteristics)
- Short story
- Zero conditional
- Compliments to yourself
- Protest signs for self-love
- **Will** or **won't** (prediction)
- Gerunds (**-ing**)
- Adverbial sentences
- Modifiers words
- Chant

Objectives

- Revise content from units 1-2
- Create a main character and a short story for a comic strip
- Understand zero conditional sentences
- Say compliments to yourself with confidence
- Design protest signs using **will** or **won't** for prediction, gerunds, and adverbial sentences
- Create a chant using modifiers words

Materials

- Student Handbook, pages 92-93, 167
- Sticks
- Sticky notes
- Craft paper or poster-size paper
- Colour pens and pencils
- Drawing paper
- Small mirrors

Class Plan

Beginning

Write some personality adjectives on the board in anagram form (confident, sociable, reserved etc.). Invite students to try to unscramble the letters in small groups. As the groups finish, ask them to make sentences with these adjectives. Give them 3 minutes.

Developing

UNIT 1

Activity 1

Go over the instructions and make sure everyone understands what to do. Have students work individually before checking their answers in pairs. Then check the answers with the whole group and write them on the board.

Activities 2 to 5

Go over the instructions and make sure everyone understands what to do. Give students 10 minutes to create the comic strip.

Activities 6 and 7

Have students work individually before checking their answers with the whole group.

Activity 8

Ask a few volunteers to share their drawings.

UNIT 2

Activity 1

Go through an example to explain the activity. Tell students they have up to 2 minutes to do it. Provide them with small mirrors to say their text out loud. Ask a few volunteers to share their self-compliments.

Activity 3

Highlight the use of **will** or **won't** for predictions and review gerunds and adverbial sentences giving a few examples before they start the activity.

Activity 4

Arrange students into small groups and refer them to the activity. Invite a volunteer to read the instructions. Give them time to create the chant. Walk around the classroom and help them with language if necessary.

Ending

Ask groups to show their chants to the classmates and then to choose one to sing all together.

Answers

UNIT 1

Activity 1

a) private person, reserved; b) confident, friendly, outgoing; c) approachable; d) unpleasant

Activities 2 to 5

Personal answers.

Activity 6

c; a; e; b; d

Activity 8

Personal answers.

UNIT 2

Activity 1

Personal answers

Activity 2

a) can't, yourself, somebody; b) relationship, tone, c) yourself

Activities 3 and 4

Personal answers

Dismiss students after they have completed all the test sections.

GAME

"Pass It on"

Contents

» Zero conditional

Objectives

» Practice using the zero conditional
» Foster cooperation and creative thinking
» Develop communication skills and fluency

Materials

» A small ball
» An alarm (from your cell phone, or a song)

Class Plan

Beginning

Start the class by reviewing or explaining the **zero conditional**. Remind students that it is used when someone wants to talk about facts or things that are generally true, like routines, habits, and facts. In zero conditional sentences, you can replace **if** with **when**

Write an example on the board and highlight the tense in both parts (simple present). For example, "If/when you **heat** water to 100 degrees Celsius, it **boils**.").

Explain to students you are going to organize them into two lines, which will form two big teams. Then you will say the beginning half of a zero conditional (**if/when** clause) sentence and will throw the ball to a student, who will have to say the other half of the sentence (result clause), accordingly.

Developing

Have students stand in two lines, forming two big teams, opposite to one another.

Say an if-clause and throw the ball to student A. This student should complete it with a result clause. If the student is not sure how to complete it correctly, they can ask for the help of their classmates. After completing the sentence, student A must throw the ball to student B from the other team. This student must do the same thing, but now making up a different ending (result clause) to the same beginning (if-clause).

Depending on students' level, the first student can throw the ball and say another if-clause. The second student should then complete the sentence accordingly. In this case, you might want to allow some time before the game so that the teams can write down some if-clauses.

Some examples of if-clauses that can be used are

» If I get lost, .
» When I feel sick, .
» If I don't sleep well, .
» When I don't study for a test, .
» If the weather is too hot, I .

Every round of the game may last about 30 or 40 seconds. You can set the alarm (a sound from your cell phone, a song, an online chronometer, etc.) to go off after 30 or 40 seconds. Whichever team **does not** have the ball when the alarm goes off wins a point. Encourage them to use English to interact while playing the game.

Ending

Challenge students for a final round in which they need to complete the if-clause as quickly as possible. You can set a time limit of 20 or 15 seconds.

EXAM PRACTICE

Unit 1

Contents

Objectives

Materials

Class Plan

In Advance

A few days before:

In the previous class:

Beginning

Reading and Writing, Listening and Speaking

Reading and Writing

Listening

Before starting this section of the test, remind students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidates.

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

EXAM PRACTICE

Unit 2

Contents

» Content from unit 2

Objectives

» Assess what students have learned in unit 2
» Get students familiar with international exam formats

Materials

» Copies of the exam available at Iônica
» Audio track available at Iônica

Class Plan

Preparation

A few days before:

› *download the exam from Iônica and have copies made.*

› *read the Exam Guidelines available at Iônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.*

In the previous class:

› *explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions.*

› *discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.*

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage students' interaction as we [illegible] you to move around to help, [illegible] poster or other display that [illegible] exam questions.

Explain to students the test is divided into three part **Reading and Writing**, **Listening**, and **Speaking** Hand the test out. Tell them to only open the question papers when you tell them to do so

Developing

Tell students they will start the test. Ask them to, first write their names and date on the front page of the test

Reading and Writing

For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time [illegible] over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers

UNIT 3

Lesson 1 | Part 1

Content

»

Objectives

» [illegible] the article about Rosa Parks for gist and [illegible]

Materials

» Student Handbook pages 34-35

Class Plan

Beginning

Play Hangman with the word **leadership**

Developing

Activity 1

Ask students to analyze the images and give them 1 or 2 minutes to talk about what they know or predict about each one. Next, read the information below about each one in random order without saying the name of the person. Have students listen and number the images accordingly.

a) He was an anti-apartheid revolutionary, political leader, and philanthropist. His main causes were for racial equality and against segregation – the separation of black and white people. He was the president of South Africa from 1994 to 1999. (Nelson Mandela)

b) This person is a very popular talk show host and actress. In her talk shows, she discussed important issues black women faced, such as racism, and became a role model. (Oprah Winfrey)

c) This person was very important in her fight against racism and segregation. Thanks to her activism, she changed the life of black people in the United States. (Rosa Parks)

d) This person brought about very important changes in the computer and entertainment industries. He was the chief executive of Apple, which was responsible for the creation of iPads, iPhones, and iPods, and owned Pixar, the animation studio that created *Toy Story* and *Finding Nemo*. (Steve Jobs)

There are several ways to [illegible] Leaders in activity 1 at [illegible] Here are the leads, for some of [illegible] may find these:

Rosa Park (1913-2005) helped to [illegible] rights movement in the US forward [illegible] people came together to protest the [illegible] segregation that existed at the time.

What can we learn from Oprah Winfrey's [illegible] Golden Globes awards speech in raising [illegible] leadership game? How did she do it especially when in the middle of abuse, open violence and a widespread disregard of treating people as people rather than as things or objects to be used and manipulated?

July 18th is the birthday of Nelson Mandela. As we remember his death, we also celebrate his life and the changes that he so strongly fought for.

I received a book on Jobs from publisher McGraw-Hill after Steve Jobs passing. I started recollecting the "Think Different" Apple ad campaign which was the starting point of Jobs company where he was fired and later brought back to turn it around.

Leaderonomics.com. "How Rosa Parks Became the Mother of the Civil Rights Movement." Accessed November 21, 2019. http://leaderonomics.com/?s=rosa+parks. Leaderonomics.com. "How Oprah Winfrey Raised Her Leadership Game, and How You Can Too!" Accessed November 21, 2019. https://leaderonomics.com/?s=oprah+winfrey. Leaderonomics.com. "7 Leadership Secrets from Nelson Mandela." Accessed November 21, 2019. https://leaderonomics.com/?s=nelson+mandela. Leaderonomics.com. "6 Key Leadership Lessons from Steve Jobs." Accessed November 21, 2019. https://leaderonomics.com/?s=steve+jobs

Activity 3

Invite students to look at the leadership qualities and, in pairs, explain what they mean. After 3 or 4 minutes, ask volunteers to share the definitions. Next, draw students' attention to the text and ask them to name some characteristics of an online article: it presents factual information about the main subject, the author's name, a title, a lead paragraph, a photo illustrating the content, and the source.

[illegible] a chance to be ready to share their [illegible] about the leaders they read about.

Activity

In pairs, have students tell each other which of the four leaders from this lesson they would like to meet if they could and why.

Answers

Answer 1

[illegible]

Answer 2

[illegible]

Answer 3

b; d; e; g; h; :

Answer 4

[illegible]

UNIT 3

Lesson 1 | Part 2

Contents

» Leader adjectives

Objectives

» Discuss the characteristics of a good leader
» Use leadership adjectives

Materials

» Student Handbook, page 35

Class Plan

Beginning

Ask students to get their notebooks and a pencil. When you say "Go," they will open their books to page 34 and read the list of leadership qualities from activity 3 for 30 seconds and close their books. Then they write as many words down as they can remember. See who was able to remember all. Tell them to check spelling.

Developing

Activity 5

Point out to students the variety of possibilities there are for forming adjectives from nouns and elicit the alternatives given: you may remove **-y**, add **-al**, replace **-or** with **-ive**, and replace **-y** with **-etic**. The noun **integrity** has no adjective form.

Activity 7

To give students more practice with this vocabulary, invite them to associate these adjectives with people they know.

Activity 8

Brainstorm the names of leaders and write them on the board. If necessary, reinforce the idea that not all leaders are famous, and they can suggest the name of someone they know that has strong leadership skills. Then, in pairs or trios, tell students to take turns describing a leader.

Ending

Play the same game from the Beginning activity, but this time with the words from activities 5 and 6.

Answers

Activity 5

The nouns become adjectives with the change of suffix.

Activity 6

a) committed, c) creative, f) passionate, g) supportive

Activity 7

a) inspirational, b) trustworthy
c) empathetic; d) committed,
e) supportive, f) passionate

LOWER SECONDARY

CLASS

LISTENING

UNIT 3 • Listening Is an Act of Love

Contents

» Animated feature from story clips, *Listening Is an Act of Love*

Objectives

» Predict content of audio through discussions based on background knowledge
» Demonstrate comprehension of general and specific information
» Reflect and comment on content of audio

Materials

» Student Handbook, pages 237–238
» Audio track

Class Plan

Beginning

Invite students to play Finish the Thought. Write the beginning of some sentences on the board, like the ones below. As students come into the classroom, invite them to tell you endings that are true for them.

I like to listen to people because

I like to talk about

I love to be listened to because

Developing

Activity 1

Ask students to read the instructions and do the activity in pairs. Allow them time to think about the questions. Encourage them to express their opinions. Monitor the activity and help them when necessary. As they finish, ask the pairs to share their answers.

Activities 2 and 3

Ask students to keep their Handbooks closed. Focus students' attention on the audio. Say they do not need to understand word by word, but emphasize they should pay attention on the context. Play it once or twice. Then have students open their books to pages 237 and 238. Ask them to read the instructions and the sentences from both activities.

[illegible] you will play a radio show. Next, in pairs, complete the activities on page [illegible]. Then check them at work. Check the answers as a whole group and write them on the board.

Suggest students look [illegible] new words.

Audio Script • Track 3.1

Benji Isay (Dave's nephew) [illegible] of the [illegible], right?

Dave Isay Anything you want.

Benji [illegible]

Dave [illegible] my grandparents' remember when [illegible] just a New Year's [illegible] your great-grandpa Abe and your great-grandma Rose and her sisters came over [illegible] for Thanksgiving. After dinner [illegible] tape recorder [illegible] around and [illegible] got the idea to interview them. I didn't have a clue what I was doing, but I recorded their voices and stories and [illegible] how much they [illegible] to. A few years later your great-grandpa and your great-grandma and all her sisters passed away, but [illegible] I'd made that tape. So [illegible] went looking for it, but I couldn't find it. Even now, when I go to your grandma's house, I do look for that tape, just hoping it's gonna turn up.

Benji I don't get it. Why do you keep looking for it?

Dave Because it would make me so happy to hear those voices again. And I'd love to play that tape for you. You know, doing that recording really taught me something. You can find the most amazing stories from regular people. All you have to do is ask them about their lives and listen.

Benji Really? That's it?

Dave Yeah, it's simple. We can learn so much about the people all around us, even about the people we already know, just by taking the time to have a conversation. And if you pay just a little attention, you'll find wisdom and poetry in their words.

Benji Do people really want you to ask about their lives?

Dave *Yeah, they do. Most people love to be listened to, because it tells them how much their lives matter. All you need to ask are questions like "Who is the most important person in your life?" or "What are you proudest of?" Really, listening closely is simple. When you're curious, treat people with respect and have just a little courage to ask the important questions, great things are gonna happen.*

StoryCorps. "Listening Is an Act of Love." YouTube. November 28, 2013. Accessed November 22, 2019. https://www.youtube.com/watch?v=8r0JRzZ_zHo&t=80s. Excerpt from 1:30 to 3:46.

Activity 4

Arrange students into small groups and address them to the activity. Invite a volunteer to read the questions and help with language if necessary. Draw students' attention to the main topics of each question. Allow groups enough time to discuss their opinions. Walk around the classroom and note down interesting thoughts and ideas. After some time, open it to a whole group discussion.

[illegible] minutes to organize the [illegible] rules. Encourage them to [illegible] say if they agree or [illegible] ideas/thoughts

Answers

Activity 1

Personal answers

Activity 2

a) F; b) T; c) T; d) F; e) F; f) T

Activity 3

a) doesn't seem, b) easy, c) a tape [illegible]

Activity 4

Personal answers

UNIT 3 • A Good Leader

Contents

» Adjectives
» Leadership

Objectives

» Review and expand the language content from unit 3
» Talk(...) about the qualities of a good leader
» Practice the use of adjectives

Materials

» Student Handbook, page 252

Class Plan

Beginning

Ask students "What is the role of a leader?", "Where do you see leaders in your daily routine?" Open a discussion about it with the whole group. Take some notes on the board, if necessary.

Developing

Activity 1 – Preparation

Read the instructions with students and answer any questions. Ask them to read the list of adjectives. Individually, students should go over all the adjectives and circle the ones they think it is a

[illegible] characteristic of a leader. [illegible] names of leaders that they know or have [illegible] should use the space provided to [illegible] them some time to do this.

Activity 2 - Interaction

Organize students into small groups. Explain that they are going to discuss the questions. Encourage them to give their opinion and ask for their classmates' clarification when needed. Check that they understand what they have to do. While they talk, walk around the classroom, monitor, and help them as needed.

Ending

Activity 3 – Interaction

Invite the groups to present their ideas to their classmates and carry out a debate with the whole group.

Extra Activity

In pairs, ask students to create a wordsearch using (all or some of) the adjectives presented in activity 1. Ask them to take turns playing each other's game.

Answers

Activity 1 – Preparation
Personal answers

Activity 2 – Interaction
Personal answers

Nelson Mandela | Part 1

Contents

- Nelson Mandela
- Minority leaders
- South Africa
- Civil right movement

Objectives

- Read Nelson Mandela's biography
- Promote teamwork
- Encourage the use of written and oral language
- Instruct on the use of presentation tools

Materials

- Graded Reader – *Nelson Mandela*
- Computer lab or devices with internet access
- South Africa map
- Video: "History of the Civil Rights Movement," WatchMojo.com, available at http://ftd.li/kabd5v

Class Plan

In Advance

Ask students to read the whole book at home.

Beginning

Write "Nelson Mandela" on the board and elicit everything that comes to students' minds related to him.

Write students' ideas on the [illegible] the most interesting words [illegible]

Ask students to look at the [illegible] their readers. Have students c[illegible] about Nelson Mandela with the p[illegible] on the back cover

Ask students to open their books [illegible] should answer the activities before [illegible] If necessary, show them the South [illegible] them with activity 2.

Developing

Ask students to read the book one more [illegible] Give them some time to do it, helping with [illegible] vocabulary issues. Ask them to mark the p[illegible] Nelson Mandela life they think are most [illegible]

After students have read the story, work [illegible] comprehension activities on pages 54 to 5[illegible] and go over any doubts they might have. Talk [illegible] group about the reading experience and ab[illegible] importance of people like Mandela in the world [illegible] in Brazil, in relation to the protection of [illegible] civil rights.

Ending

Show students the video "History of the Civil Rights Movement." Ask them to research the civil right movement at home and bring their research for the next Reader class.

Nelson Mandela | Part 2

Contents

» Minority leaders
» Civil right movement

Objectives

» Write a summary about the civil right movement history
» Talk about civil right leaders
» Prepare for the first step of the final project (an online mini-biography)

Materials

» Student Handbook, page 34
» Graded Reader *Nelson Mandela*
» Computer lab or devices with internet access
» Students' notebook or sheets of paper for each student
» Students' research

Class Plan

In Advance

Ask students to bring their research about the civil right movement

Beginning

Have students get together in groups of three or four and share their research about the civil right movement. Ask them to compile and compare the information each member of the group got, and then write a summary of the civil right movement history.

Developing

Discuss the concept of racial [illegible] and get to know minorities in Italy, other less privileged groups.

Ask students to find other famous people who fought or still fight for the rights of these minorities. When done, ask students to open their Student Handbook to page 34 and read the text about Rosa Parks and Nelson Mandela. Ask them what Rosa Parks and Nelson Mandela had in common (they were both minority leaders who fought for civil rights).

You can also refer to other leaders, such as Chico Mendes, Aung San Suu Kyi and Martin Luther King, who triggered one of the most celebrated civil rights movements in the history of the USA.

Write these words on the board: prejudice, [illegible], 'equality' and 'rights'. Ask students to read them and define how they are related to the topic of the class. They should write one sentence related to the topic of the class using some of these words. After they finish, check their work.

Ending

Divide students into groups of three or four again and say they will work together to write an online mini-biography about a civil right leader of their choice. Define the leader each group will talk about, making sure each group talks about a different leader.

Lesson 2

Contents

- Resilience
- Dealing with annoying things
- Understanding and respecting people
- Giving advice

Objectives

- Express an opinion about the importance of developing resilience
- Identify main ideas in an audio about resilience
- Write a short paragraph describing and responding to a problem or annoying situation

Materials

- Student Handbook, pages 36-37, 166
- A soft ball or an empty pencil case
- Audio track
- A song

Class Plan

Beginning

Explain to students you are going to play Hot Potato and ask them to form two or three big groups. Give each group a soft ball or, alternatively, an empty pencil case. Tell them that you will play a song of their choice and they should gently pass the ball to the person on their left. Explain that you will pause the song every now and then. Whenever you pause it, the person holding the ball should say one thing they enjoy that someone in their family does with them and one thing the same person does that they don't like. If necessary, give an example of what you expect them to say when you pause the song: "I like it when my sister plays video game with me and I don't like it when she listens to loud music."

Developing

Activity 1

Explain to students they may use some of the things mentioned in the previous game.

Activity 4

Audio Script • Track 14

When we are more resilient, good things can happen. We are able to cope with difficult situations and make the most of opportunities. Okay, that isn't to say we always get it right. No one is a superhero, but when our resilience is stronger, the difficult doesn't get to us as much. We are far more able to keep things in perspective, solve life's problems easier, keep focused on what really matters, and even thrive. Challenges come along. Hey, that's life! What matters is how we deal with them and learn from them. Research has shown that being resilient isn't just doing one thing; it's about bouncing back with optimism, being flexible about how we see things, taking a little risk, but most importantly doing something about it. Sometimes we think of resilience as just keeping strong and getting through. It's not. Well, the truth is that resilience is all of these and more.

First to Draw Limited. "Resilience in Kids Created by First to Draw." YouTube. April 22, 2016. Accessed July 8, 2019. https://www.youtube.com/watch?v=HYsRGe0tfZc. Excerpt from 0:03 to 0:57.

Language Variation

*First to Draw Limited is a British production and it's possible to identify the narrator's British English by his general intonation and the pronunciation of some words. It might be interesting here to draw students' attention to the way he pronounces words such as **cope** and **most** and invite them to listen to the American pronunciation as well. If you find it relevant, access https://ftd.li/uw42o and https://ftd.li/hmejx3. On these sites, students can compare the pronunciation of the words **cope** and **most**.*

Fine-tuning

If you have a strong group, ask students to listen to the last sentence again and to rephrase it for you. The sentence is "Well, the truth is that resilience is all of these and more." Write it on the board and underline the phrase "all of these and more." Ask them to:
a) summarize what is said about resilience in the audio (all of these). Possible answer: Everybody faces challenges, but resilient people 1) are able to bounce back with optimism, 2) they are exible about how they see things, 3) they take a little risk, and 4)do something about the challenge they are facing.
b) what information they believe could be added about resilience (and more). Possible answer: Recognizing we need support, reaching out and asking for help.

[illegible] for the most correct answer to the [illegible] that he will decide how great each tip is. [illegible] your own opinion.

Activity 8

Audio Script • track 15

Priya *Okay, let's look at the list.*

Nish *I remember that he said that asking other people for help is really important, so that could be number 1.*

Priya *Yes, but he also mentioned taking risks which is kind of a difficult thing.*

Nish *Yeah, and be more optimistic.*

Priya *Okay, so there can be our top 3 – 1 asking for help, 2 being optimistic and 3 doing difficult things. Is that okay?*

Nish *Sure. What do you think about walking the dog?*

Priya *(laughs) I'm not sure about that! I guess it helps you think, but definitely near the bottom of the list. I prefer think less about why and more about how. That's great advice.*

Nish *I agree. So, for number 5, I think either be calm or change your perspective. What do you think?*

Priya *Hmmm, I don't mind.*

Nish *Okay, let's say change your perspective.*

Priya *Great!*

Activity 9

After students have read the text, ask them to discuss questions a and b in pairs.

Activity 10

After students have read the activity instructions, elicit the verb tenses they have already learned.

Activity 11

Refer students back to activity 6 and ask them to select three tips that might help Kim.

Activity 12

Tell students to write a short note to Kim with the advice they have agreed to give. Instruct them to look at the language for giving advice in unit 1, lesson 4.

Activity 13

Remind students that they can choose the situation they wish to share with their classmates. It does not need to be a big problem, it can be a small annoyance

[illegible]

[illegible] student to tell about [illegible] that are really good at [illegible] them so good at doing that?

Activity 14

Ask students to [illegible] in small groups and [illegible] paragraphs. Each time they hear a "[illegible]," they [illegible] a piece of advice.

Fluency

In pairs, students tell each other what kind of [illegible] they would like to be and why.

Activity 1

Personal answers.

Activity 2

Personal answers.

Activity 3

Possible answers

a) The ability to deal with problems

b) *Resiliencia*

c) Things don't always happen the way we want. Failing and making mistakes are part of learning and trying new things. When we are resilient, we do not give up and, instead, see our failures as learning opportunities. This way, we learn to work through productive failure.

Activity 4

a) 2, b) 3; c) 4; d) 1

Activity 5

a) good things can happen

b) the difficult stuff doesn't get to us as much

c) how we deal with them and learn from them

Activity 6

Personal answers.

Activity 7

Personal answers.

Activity 8

1 Asking other people for help

2 Being optimistic

3 Doing difficult things

4. Think less about why and more about how

5 Change your perspective.

Activity 9

Personal answers.

Activity 10

Present progressive: I'm having a lot of trouble,

Simple present: study, I have a history test, I always get a C, I know, I want, What can I do?;

Simple past: I did much better

Activity 11

Personal answers

Activity 13

Personal answers

Nelson Mandela | Part 2

Objectives

Materials

Class Plan

Engaging

Exploring

Help students with their research. Guide them to websites such as biography.com or britannica.com as sources.

Watch videos online to learn more about their subject.

Write down all the important information.

Ending

After the research step is over, ask students to start working on the structure of their biography. Ask "What do you want to write about? Think about the introduction of the biography and the aspect of the leaders' life you will cover in the development and how you want to end the text." Walk around the classroom helping the groups

CLASS

Nelson Mandela | Part 4

Contents

- [illegible] leaders
- [illegible] movement

Objectives

- [illegible] biography

Materials

- Student Reader: *Nelson Mandela*
- [illegible] devices with internet access
- Student notebook

Class Plan

Beginning

[illegible] wrap up [illegible] groups some time to review the structure of their mini-biographies.

Development

Now, in this hands-on moment, explain that students will start writing the sketches of their mini-biographies in their notebooks first.

Help students with any doubts and after they have read the texts and give feedback so they can revise them and prepare the final version to be posted.

Also, ask students to choose the best image of the leader for their online mini-biography.

Ending

Ask students to talk about their experience writing a mini-biography and what they think about their group performances, what can be improved, and what they learned.

UNIT 3

Lesson 3 | Part 1

Contents

» How to be a good listener
» TED-Ed talk

Objectives

» Discuss the characteristics of a good listener
» Make predictions about the content of a TED-Ed talk
» Listen to a TED-Ed talk for main idea and specific details

Materials

» Student Handbook, pages 38-39
» Audio track

Class Plan

Beginning

Ask students to think of the last time they had an interesting conversation with someone. Allow them some time to take notes and then ask them to sit in small groups. Have students take turns giving details about their conversation, saying where they were, who they were with, and why they think it was an interesting conversation.

Developing

Activity 2

Elicit what students know about TED talks. Then ask them to read the information in the yellow box and underline what they did not know about it.

Explain to students **TED-Ed** is a collection of talks, videos, and animations which have been designed for use in the educational world.

There is a great variety of TED-Ed talks and animations accompanied by a suggested lesson plan. It might be interesting to allow students to visit the site and choose one or two videos to watch. They are available at http://ftd.li/5upiw4. As it is a collaborative site, you may also suggest a lesson plan for a video you use in class.

Activity 3

Audio Script • Track 16

Being a good listener is one of the most important and enchanting life skills anyone can have. Yet few of us know how to do it. Not because we are evil, but because no one has taught us how and, related point, no one has listened to us.

Like most things it's about education: our civilization is full of great books on how to speak, Cicerus' Orator *and Aristotles'* Rhetoric *were two of the greatest in the ancient world, but sadly no one has ever written a book called* The Listener. *There is a range of things that the good listener is doing that makes it so nice to spend time in their company.*

Firstly, they egg us on. It's hard to know our own minds, often worrying in the vicinity of something, but do not quite close in on what's really bothering or exciting us. We hugely benefit from encouragement to elaborate, to go into greater detail, to push just a little further. We need someone who rather than launch forth on their own, will simply say those two magic words "Go on." You mention a sibling and they want to know a bit more, what was the relationship like in childhood, how has it changed over time. They are curious where our concerns and excitements come from. They ask things like "Why did that particularly bother you?", "Why was that such a big thing for you?" They keep our histories in mind, they might refer back to something we said before and we feel they're building up a deeper base of engagement.

TED-Ed. "Are You a Good Listener?" Accessed November 12 2019. https://ed.ted.com/featured/foptnjVE Excerpts from 0.01 to 0.17 and from 0.29 to 1.39

Activity 5

Explain to students that the sentences they are about to complete are examples to encourage someone to say more about what is worrying or exciting them. It might be interesting to teach the idiom **egging people on** which means encouraging people to speak or do something. Also, refer students to the Tip box and encourage them to discuss possible situations in which these phrases could be used.

[redacted]

[redacted] suggested assessment for students who are not ready to present their story in Activity 6 (which has to be done again). At the same time, students who are ready can proceed to Activity 6 and fill in the peer evaluation.

[redacted]

[redacted]

Activity 1

[redacted]

Activity 2

[redacted]

Activity 3

[redacted]

Activity 4

[redacted]

Activity 5

[redacted]

Activity 6

[redacted]

Activity 6

Instruct students to take a few notes before starting to write. The main aim of having them write their story is to help them elaborate on it. Write some web words on the board for them to refer to as they are writing. If you find it relevant, model the task by telling your own story first and eliciting responses from students. Encourage them to use the phrases in activity 5 and the Tip box.

CLASS

Nelson Mandela | Part 5

Contents

» Minority leaders
» Civil right movement

Objectives

» Publish an mini-biography online

Materials

» Graded Reader – *Nelson Mandela*
» Computer lab or devices with internet access

Class Plan

Beginning

It is time for students to post their text in an online platform. Take them to the computer lab or ask them to use their devices to do so.

Developing

Choose one of the sites below to [illegible] work and help them to access and [illegible]

› Google Classroom (you need to create the class): http://ftd.li/8zrhbi;

› Medium (students will need to subscribe): http://ftd.li/4gpvcz.

Help students with any tech issues while working in this step.

Ending

After students finish posting their texts, in small groups, ask them to read the classmates' texts and give good and constructive comments.

Lesson 3 | Part 2

Contents

» **Have to** vs. **must**
» [illegible]
» Be a good listener

Objectives

» Understand and use **have** and **must**
» Identify and practice word stress in a sentence

Materials

» Student Handbook, page 39
» Audio track

Class Plan

Beginning

Dictate one of the three quotes below and its author and have students reflect on it

› "We have two ears and one mouth, so we should listen more than we say." – Zeno of Citium, as quoted by Diogenes Laertius

› "The word 'listen' contains the same letters as the word 'silent' " – Alfred Brendel

› "Most people do not listen with the intent to understand; they listen with the intent to reply." – Stephen R. Covey

Developing

Activity 8

Ask students to read the sentences and discuss their opinion about each piece of advice. After they have done this, they may do the activity. Although there is a subtle difference in meaning between **have to** (impersonal/external obligation) and **must** (personal obligation), they are frequently used interchangeably, and this distinction is not so important at this level.

Activity 9

Allow students some time to analyze the level of empathy in each phrase before they write the sentences. When they finish, ask them to [illegible] sentences in pairs or trios.

Activity 10

After students listen to the audio, ask them how they can explain the word stress in the sentences, what their hypotheses are.

Audio Script • Track 17

You mustn't think that disagreement is the same as criticism

Activity 12

Play the audio so students can check whether they have placed the word stress in the sentences appropriately. Emphasize that these are the main content words which carry meaning.

Audio Script • Track 18

1) You have to have good body language
2) You must smile and use other facial expressions.
3) You mustn't interrupt too much.
4) You don't have to disagree with the speaker

Ending

In small groups, ask students to choose one of the statements in the SEL box and report on their group's opinion about it.

Answers

Activity 8

a) have, must; b) mustn't, c) don't have to

Activity 9

Personal answers

Activity 11

Personal answers.

Activity 12

1) have to have, good body language
2) must smile, use, facial expressions
3) mustn't interrupt, much
4) don't have, disagree, speaker

GRAMMAR

UNIT 3 • Must and Have to

Contents

» **Must** and **have to**

Objectives

» Review and expand the grammar content from unit 3
» Practice the use of **must** and **have to**

Materials

» Student Handbook, pages 220-221

Class Plan

Beginning

List some tasks and obligations students have at school. Ask them to go over the list and, in pairs, use **must** or **have to**. Make sure students understand that **must** refers to obligation imposed by the speaker (e.g., "You must arrive at 8:00 at school."), while **have to** refers to external obligations (e.g., "I have to arrive at 8:00 at school."). Remind them also that **mustn't** for prohibition, and **don't/doesn't have to** is used when there is no obligation.

Developing

Activity 1

Ask students to read the sentences and answer any questions. Have them choose the best option to complete each sentence. When they are done, ask them to compare the answers in pairs. Check the activity with the whole group.

Activity 2

Ask students to read the sentences and complete the activity individually. Ask different students to read a sentence aloud to check the activity.

Activity 3

Have students look at the activity and e[illegible] need to do. Answer any questions if [illegible] they are done, have them compare the [illegible] Ask volunteers to write the [illegible] board to check the activity.

Activity 4

Have students read the sentences and the clues in parentheses. Then they have to complete them using **must**, **mustn't**, or **don't have to**. Ask different students to read their sentences aloud to check the activity.

Ending

Go back to the activity at the Beginning activity. This time ask students to list (on their notebooks or a separate sheet of paper) and talk about their tasks and obligations at home.

Answers

Activity 1

a) II; b) II; c) I; d) I; e) I; f) I

Activity 2

a) have to; b) mustn't; c) must; d) don't have; e) must; f) has to

Activity 3

a) It's getting late and I have to go home.

b) You must stop if the traffic light is red.

c) School is canceled next week, so I don't have to wake up early.

d) You must fill out the answer key before turning in your test paper.

Activity 4

a) must, b) mustn't, c) don't have to, d) don't have to, e) mustn't

UNIT 3

Lesson 4

Contents

» How to argue
» Express opinion in a polite way

Objectives

» Read an online article about reading for main ideas
» Critically read comments in an online argument
» Write a constructive comment expressing agreement or disagreement
» Transform knowledge

Materials

» Student Handbook, pages 40-41, 171

Class Plan

Beginning

Ask students to leave their material under the desk and explain they will change places each time they agree with a statement you say. Encourage them to say the sentence as they are changing places

› I never argue on my social media.
› I always have silly arguments with my friends.
› I sometimes exaggerate on my points of view.
› I never contradict older people.

Developing

Activity 2

Encourage students to evaluate the consequences of this kind of aggressive communication and discuss what alternatives there are to have a more cooperative and constructive discussion

Activity 8

Say some statements and explain to students they will have to decide if they agree or disagree with them.

Also, explain that one side of the classroom is the I AGREE side and the other one is I DISAGREE and that they should move towards the side that better expresses their opinion. Then read aloud the statements in this activity

Activity 9

Instruct students to swap their paragraphs with someone who disagrees with them. Tell them to plan their reply in order to ensure most or all the items in activity 3 are included. When they finish replying, they should return the paragraph to the classmate who wrote the first comment

Think Tank

Ask students to make a list of these life skills and, in small groups, discuss how important they are for people individually and as part of a society

Ending

Invite students to select one of the life skills discussed in this unit and write a statement emphasizing its importance

These statements may be posted on the school site with a brief introduction describing their work in this unit.

Activity 1

Personal answers

Activity 2

a

Activity 3

a) 4, b) 5; c) 2, d) 1; e) 3

Activity 4

1, 3, 4

Activity 5

Personal answers

Activity 6

No, he was polite and respectful in his arguments

Activity 7

All of them.

Activity 8

Personal answers

UNIT 3 • Listening to People

Contents

» Qualities of a good listener

Objectives

» Review and expand the language content from unit 3
» Talking about how to be(come) a good listener
» Deliver a simple speech, in pairs, about how to be a good listener

Materials

» Student Handbook, page 253

Class Plan

Beginning

Invite a student to model the activity with you. Ask them to tell you about their last vacation or any other topic you prefer for 1 or 2 minutes. As the student speaks, pretend you are not listening to them. You can pretend you are distracted by something else, you can yawn, turn your face to the other side or look down and even interrupt the student to say something about you that has nothing to do with their story. When time is up, invite the student to share with the whole group how they felt. Ask students if you were a good listener and have them identify the negative aspects of your behavior.

Developing

Activity 1 – Preparation

Ask students to individually read the statements and check the ones that apply to them. They should write the answers in the first column. Verify if students understand what they have to do and allow them a few minutes to finish the activity. Go around the classroom to monitor their work and check if they have any doubts.

Activity 2 – Interaction

Explain to students that they are going to [illegible] a classmate about the same statements in activity 1. Encourage their interaction and monitor their conversation.

Activity 3 – Interaction

Have students discuss the questions and identify the characteristics of a good listener.

Activity 4 – Interaction

After students finish, ask the pairs to prepare a short talk about the characteristics of a good listener. Remind them to state their opinion and provide explanations and examples. Check if they understand what they have to do. While they talk, walk around the classroom, monitor their conversation and help them as needed.

Ending

Organize students into other pairs and ask them to choose a topic of their interest. Alternatively, you can list some topics they can talk about on the board. Ask them to talk to each other about that topic paying attention if they are being good listeners or not. Set up a time limit. When they finish, have them share with each other if they have been good listeners or to point out aspects that could be improved. Walk around the classroom, monitor their conversation, and help them as needed.

Answers

Activity 1 – Preparation

Personal answers.

Activities 2, 3, and 4 – Interaction

Personal answers.

UNIT 3 • The Legacy of Slavery in Brazil

Contents

» Slavery and *quilombos* in Brazil
» The legacy of slavery in Brazil

Objectives

» Talk about examples of resilience
» Develop reading strategies, using cohesion devices and vocabulary inference
» Read and understand extracts about slavery in Brazil and its legacy
» Talk about the legacy of slavery in Brazil
» Think of possible ways to have a more equitable society

Materials

» Student Handbook, pages 186-188

Class Plan

Beginning

Activity 1

Show students the image before introducing the word **resilience**. Ask them what they can see in the image and what it may represent for them. Welcome students' contributions and encourage them to go beyond the plain elements of the image. Provide some prompts like, "We can see [a dry land] that may represent [a tough situation]." Help students express their ideas in English.

Write the word "resilience" on the board and elicit what it means. If necessary, ready a dictionary definition. Ask students how the image can be a representation of resilience. Elicit examples of resilient people.

*Read below two definitions of **resilience** from well-recognized dictionaries.*

1) the capability of a strained body to recover its size and shape after deformation caused especially by compressive stress
2) an ability to recover from or adjust easily to misfortune or change

Merriam-Webster, s.v. "resilience," accessed April 3, 2020, https://www.merriam-webster.com/dictionary/resilience.

someone's ability to become healthy, happy, or strong again after an illness, disappointment, or other problem

Macmillan Dictionary, s.v. "resilience," accessed April 3, 2020, https://www.macmillandictionary.com/dictionary/british/resilience.

Developing

Activity 2

Explain to students that they will read an extract of an interview with Laura de Jesus Braga, a *quilombola*. If necessary, explain to the group that a *quilombola* is an Afro-Brazilian resident of a *quilombo*. Try to avoid going into details about this now as the focus of activity 4 is to answer exactly this. Give them time to read the text and find an example of resilience. Get them to talk to a classmate to compare their ideas.

Activity 3

This activity aims to help students develop a reading strategy through the use of grammatical cohesion. Ask them to identify who the subject pronouns (e.g., they, we, she), object pronouns (e.g., us, me, them), and possessive pronoun (e.g., theirs) refer to. Point to the first pronoun (theirs) and elicit the answer. Help them understand what they need to do and how to find the information in the text. If you think they are going to struggle in identifying the references, allow them to work in pairs to help each other.

Activity 4

Have students focus on understanding or systematizing the concepts of ***quilombo*** and ***quilombola***. Elicit what they already know about these terms. Ask them to write down their ideas and compare them in pairs.

Activity 5

Ask students to read the text without paying attention to the highlighted words. Make sure they understand the words **ran away** and **hidden** to make the concept clear. Do this activity with the whole group, but give them a couple of minutes to read the extract individually. Ask them if they had inferred the meaning correctly and conduct a quick class discussion.

Activity 6

In this activity, ask students to infer the meaning of the highlighted words in the text. To help them develop this useful reading strategy, point to the fact that all the words are or contain verbs in them. Also, they can analyze how the words are formed to infer meaning (e.g., they might know the meaning of the **law**, which makes it easier to infer the meaning of **outlaw**, or **slave** and infer the meaning of **enslave**, or **owner** and infer **ownership**. Let them work in pairs to get help from one another. Elicit the answers and write them on the board.

Activity 7

Point to the fact that *quilombolas* still face this kind of problem with land ownership even though the current Constitution gives them this right. Tell them that this is a legacy of slavery. Explain that **legacy** means "something such as a tradition or problem that exists as a result of something that happened in the past" (*MacMillan Dictionary*, s.v. "legacy," https://ftd.li/bzeynx).

Ask students what other social problems Afro-Brazilians still have as a result of slavery. List their ideas on the board without interfering much because they will read about this in the next activities. Do this activity as an open class discussion

Activity 8

The extract provides extra input on the subject from the previous activity. Firstly, have students underline the examples in the text individually. Encourage them to compare answers in order to get help from a classmate. Elicit their answers and write them on the board.

Activity 9

Read the questions with students and allow them time to find answers in the text on their own. Ask students to check the answers in pairs before the correction with the whole group.

Activity 10

Ask students to read the rubrics and allow them some time to write down some ideas. Open the discussion with the whole group.

Extra Activity

Show students the video, below, produced by the United Nations and have them pay attention to other examples of the struggle quilombolas *face to have ownership of their lands. It is worth pointing out, though, that the African people who were brought to Brazil were not slaves; they were captured and enslaved to be brought here. The video can also be used to talk about another example of female leadership within the* quilombo.

"Brazil: The Story of Slavery," UN Video, available at http://ftd.li/yqfu79

Ending

Activity 11

Explain to students that the objective of this activity is to think of possible ways of recognizing, minimizing, and working towa[illegible] society. Use the images to expl[illegible] between **equality** and **equity** [illegible] from the group. If necessary, get [illegible] some research on the subject to help [illegible] be richer

[redacted]

Activity 1

Suggested answer: Resilience means the ability to stay strong when passing through difficult moments. The image shows a plant that thrives despite the unfa[illegible] conditions

Activity 2

Laura de Jesus Braga resisted because she knew her rights She now has some of her rights guaranteed

Activity 3

a) theirs, they; b) we, us, me, them, she

Activity 4

Personal answers

Activity 5

Quilombo is a community of slaves that ran away to form these hidden communities in the period of and around slavery.

Activity 6

a) were granted; b) were enslaved; c) outlaw; d) gotten legal ownership

Activity 7

Personal answers. Suggested answer: Afro-Brazilian people are discriminated against; they may have less access to education, which leads to fewer qualified job opportunities, low pay jobs, they are victims of racist attitudes in general, etc.

Activity 8

Large Afro-Brazilian population lives in poor conditions; most crime victims are black people; the majority of the prison population is black.

Activity 9

a) They had no land, money, or education.
b) The living conditions in *favela* shacks where lots of black people live.
c) 60,000

Activity 10

Personal answers. Suggested answer: It is important to identify the legacy of slavery to fight it and try to create a more equitable society.

Activity 11

Suggested answer: We can create better opportunities for those who are discriminated against or are underprivileged

STEAM

UNIT 3 • Build a Tower

Concepts

» [illegible] and planning a structure
» [illegible] communication and other life skills

Objectives

» Build a tower that supports weight
» Develop collaboration and problem-solving skills

Materials

» Enough [illegible] cups (enough to make a tower [illegible])
» A rubber band with strings attached to it (four to five strings per rubber band, one per group; students will hold the strings in each group to complete a task)
» Uncooked spaghetti (20–40 pieces per group. Alternatively, straws can be used and saved to be reused)
» Scissors (only if using straws)
» Marshmallows or straws, tape, and clips (1's 25 per group; if working with straws, use masking tape instead – 1 meter per group, and possibly clothespins and binder clips as well)
» Something to put on top of the tower (a tennis-sized ball, a fruit such as an apple, or an egg, or even a small toy)
» Scrap paper
» Pens

Class Plan

Engaging

Organize students into groups. Give each group a rubber band with strings. Have students take hold of a string in a group. Show them the cups. They can be in a stack or already laid out on the floor. Explain that the challenge is to stack the cups in a pyramid, touching them only with the rubber band. Instruct students they have to work together to pull the strings, varying the pressure and position to allow the rubber band to stretch out, then close in to grasp a cup, and navigate it toward the place they wish to stack it. Each group takes a turn in taking a cup.

Look at students as they engage with the challenge. Note down expressions and structures they are using comfortably, as well as pieces of language that they are struggling with. This includes expressions that slip out in L1 which they have not yet learned in English.

After [illegible] ask them what it was like to [illegible] dealt with any of the [illegible] you made, praising exemplary [illegible] expressions. Encourage students to use [illegible] in the next challenge. It might be [illegible] emergent language from the [illegible] correct expression. They are [illegible] also helpful to have a few [illegible] think we should [illegible] sure it's strong enough [illegible].

Developing

Introduce students to the materials (spaghetti and marshmallows/straws/tape/clips) that can support the weight of the cup. If needed, show how spaghetti can be pushed into marshmallows. Spaghetti can be broken into smaller pieces. Suggest that broken spaghetti is perfect for making a "nest" to hold the object on top. Marshmallows can be split in two, but warn students that the inside is sticky and should not be placed on the floor. If using straws, they can also be cut. Encourage students not to cut off pieces that are so small they cannot be reused, however.

Organize students into groups of three to five students. Divide the supplies evenly between groups, telling them that they can only work with what they are given. Rather than a competition, encourage teamwork. Set a minimum height requirement, such as 60 centimeters or one meter, depending on the supplies and the weight of the object to place on top. This way, every team that reaches the goal can be satisfied with their accomplishment, creating a culture of collaboration rather than competition.

Encourage groups to sketch out a plan first and give them a hint that triangles and pyramids are strong structures to build with.

Set a time limit. Remind students to use the life skills they have been discussing in unit 3 as they work together to solve problems. Review the language generated from the first activity and encourage students to use it as well.

As groups finish, ask them to think about what [illegible] they practice in order to complete the challenge (e.g. resilience, creativity, communication, etc.). Tell them to take note of the choices they made and how they [illegible] practice these skills later. We were [illegible] Paula, disagreed and suggested [illegible]

Ending

Ask students to make a list of life skills that they think they practiced while doing this activity. Organize students in small groups. Have groups choose a skill and write a tip for developing it. This tip can be displayed with the poster to inspire others. Provide guidance with the language, perhaps a general structure to use, such as **be** + adjective + **by** + gerund + complement (e.g., "Be resilient by understanding

STAND FOR PROJECT

Napoleon Bonaparte | Part 1

Overview

Objectives

Materials

Time Flow

Beginning

Ending

#explorewithstem

STANDFOR PROJECT

Napoleon Bonaparte | Part 2

Contents

» Napoleon Bonaparte's life
» Historical figures and leaders

Objectives

» Familiarize students with the infographic text format and content
» Work on reading comprehension activities
» Draw a timeline
» Research Napoleon's images in entertainment

Materials

» StandFor Project – *Napoleon Bonaparte* portfolio

Class Plan

Beginning

Ask students to look through the infographic and report what type of information it presents them with. Also, ask students to report their findings to the classmates.

Then go through the questions in the **#guidedreading** section. Ask students to answer these questions individually and compare their answers with a classmate.

When correcting the activity, go through the features of the infographic one by one and follow the portfolio notes to approach each of them appropriately.

Make sure you cover:

1) why Napoleon Bonaparte became popular;
2) and 3) timeline highlights,
4) social and political background;
5) colors;
6) works of art as historical sources.

The teacher's notes will provide you with enough information to enrich students' knowledge on the topic

Developing

Activity 1

Address students to the **#postreading** [illegible] them to discuss which of Bonaparte's [illegible] attention and explain why. Then start working on the timeline from them activity.

Activity 2

Have students do the activity individually. After they are done, they should compare the answers with a classmate. Check the answers with students and write them on the board.

Activity 3

Individually, students identify synonyms for compound verbs in the activity. Encourage them to look through the portfolio to find where the sentences from the activity are and work out the meaning from context. Have students explain their choices to a classmate, then check the answers with the whole group

Students were previously asked to look at the timeline and highlight the most important facts presented in each of the years. If you did not do this in the last class, tell them to note the most important features of Bonaparte's timeline in activity 1, by checking the infographic Students will state each fact using a single sentence When correcting, ask students to explain their choices They may illustrate their timelines if they want to.

Ending

Address students to the **#researchtime** section Explain they will carry out their research in trios or small groups. Assign each of the groups one of the five bullet points suggested in the activity. Allow them some time to discuss their ideas. It is very important for them to use visual tools since the task is related to how Napoleon Bonaparte's image continued appearing in entertainment and culture. They should bring their findings for the next StandFor Projects class

STANDFOR PROJECT

Napoleon Bonaparte | Part 1

Contents

- [illegible]
- [illegible]

Objectives

- [illegible]
- [illegible]

Materials

- [illegible]
- [illegible]

Class Plan

Beginning

Ask students to get together in groups [illegible] research findings. Tell students to get [illegible] to other groups. Give students enough time to do

[illegible]

[illegible]

[illegible]

Ending

[illegible]

STANDFOR PROJECT

Napoleon Bonaparte | Part 5

Contents

» [illegible] contemporary figure

Objectives

» [illegible] present a video about the life of a historical or contemporary figure of students choice

Materials

» Students' videos
» Computer labs or devices with internet access

Class Plan

Opening

Give students some time to finish their videos and help them with any doubt

[illegible]

Ask students to [illegible] Will be having [illegible] figures life

Monitor [illegible] them with [illegible]

Evaluation

When giving feedback [illegible] original text [illegible] their work [illegible] and provide [illegible]

UNIT 4

Lesson 1 | Part 1

Content

» [illegible]
» [illegible]

Objectives

» [illegible]
» any some many much few and little

Materials

» [illegible]
» [illegible]

Class Plan

Beginning

Write on an overhead projector / transparency / on the board and have students look at and complete the sentence

Development

Activity 1

Before students read the text, ask them to read from the title to the end of the first topic. Are you excited to experience a new adventure? and to cover the rest of the text. Ask them to form pairs and predict what kind of information they will read next and what other questions may be asked.

Activity 3

Divide the board in two and write the two questions. Distribute the sticker paper to students, ask them to write their answers and stick them under the appropriate question. Allow them some time to read the different answers and have a whole class discussion.

Activity 4

Before students answer the questions, ask them to read the sentences and, in pairs, guess why the words highlighted are different in each pair. Allow them some time to answer the items and compare their answers with a classmate.

Activities 5 and 6

[illegible] Ask students to read the text silently, then ask them to read it aloud. Encourage them to [illegible]

Extension

[illegible] Ask students to discuss what types of things from their home country they would take abroad on an exchange program. Have a few volunteers share their ideas with the whole group.

Answers

Activity 1

a F b T c T d F

Activity 2

Personal answers

Activity 3

Personal answers

Activity 4

a) Are you interested in making many friends? / Are you sure about not having much money?

b) Our program includes regular trips to some of the world's most popular destinations.

c) There are very few risks involved if you have little money, if any.

Activity 5

a countable b uncountable, c countable d uncountable

Activity 6

a many b little, c much

GRAMMAR

UNIT 4 • Quantifiers: Countable Singular, Countable Plural, and Uncountable

Contents

[redacted]

Objectives

» [redacted] the grammar content from unit 4
» [redacted] countable and uncountable nouns

Materials

» Student Handbook, pages 222-223
» Sheets of paper (one per student)
» Colored pencils or markers (optional)

Class Plan

Beginning

Ask each student to come to the board and write any random noun, for example, "juice," "pants," "cake," etc. Then ask the group to categorize these nouns into **countable** or **uncountable**.

Then briefly review the use of **few** for countable nouns and **little** for uncountable nouns.

Developing

Activity 1

Ask students to read the nouns in the box and say if they are countable or uncountable. Have students write each noun in the corresponding column, according to the quantifier. Check the activity by writing the words on the board.

Activity 2

Ask students to read the sentences and answer any questions, if needed. Have them choose the correct alternative that completes the sentences. When they are done, ask them to check their answers in pairs.

Activity 3

Briefly review the use of **much** (uncountable) and **many** (countable) if necessary. Ask students if they recall how to make questions using **much** and **many**. Have them complete the questions with **how many** or **how much**. [redacted] students to read their questions aloud.

If you want to expand the activity, [redacted] out of order for the questions to be answered. [redacted] student to make them. [redacted]

a) Fifty bucks. [redacted]
b) Fifteen minutes. [redacted]
c) A thousand. [redacted]

Activity 4

Have students observe the [redacted]. They have to observe the items available and write the corresponding quantity to complete the sentences. Make sure they use **some** or **any**. In case they need to [redacted] item they can see (e.g., some cans of soda), or a missing item they might want to buy (any cheese, juice/cheese). When they are done, have them compare their answers in pairs. Check the activity by asking different students to read the sentences aloud.

Ending

Give in the sheets of paper. Have students draw or write the items available in their school cafeteria or their refrigerator. In pairs, students should take turns describing what they see using **some**, **any**, **few**, or **little**.

Answers

Activity 1

Few	Little
friends days people	patience milk time
hours moments	money water

Activity 2

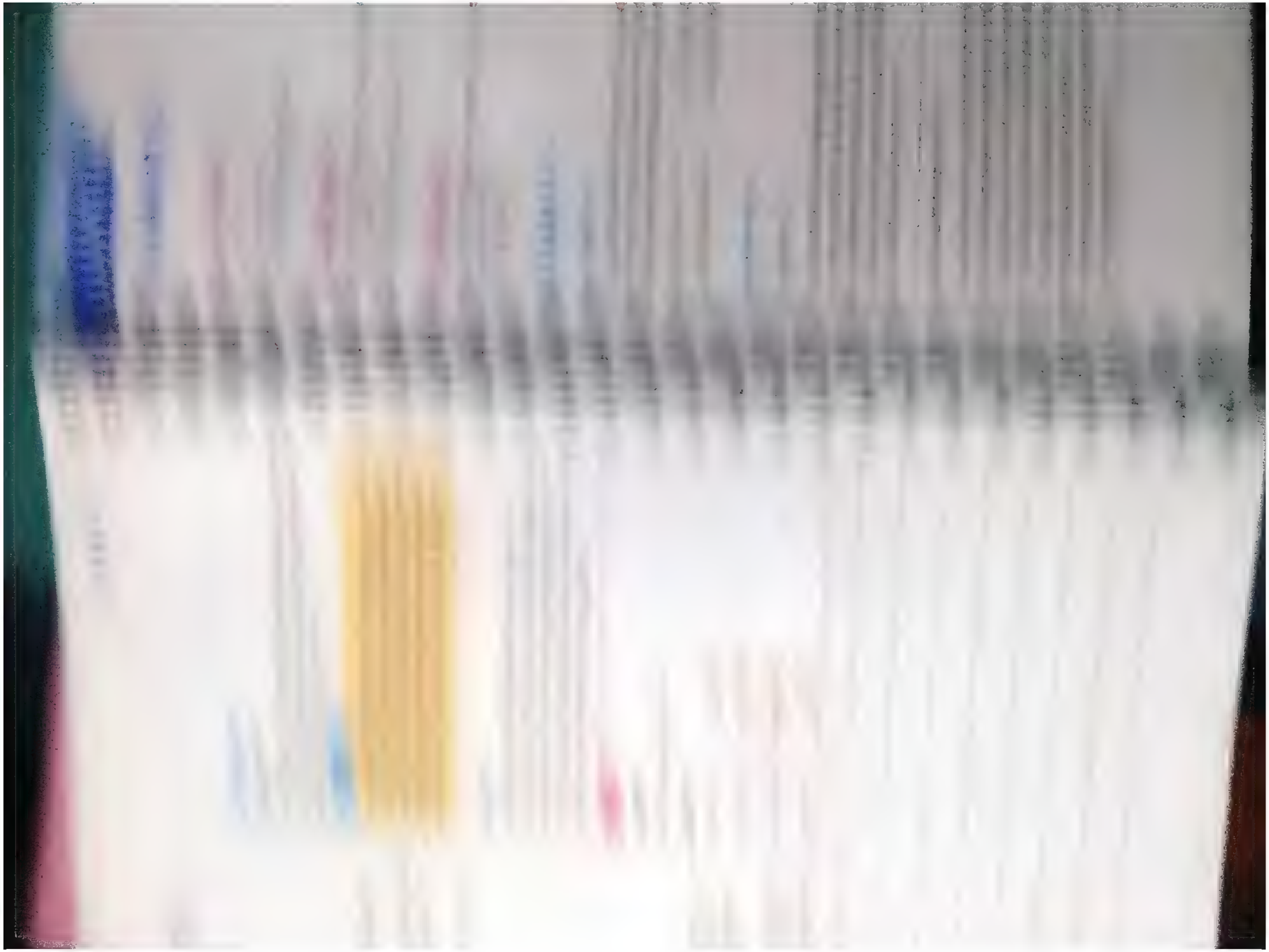
a) [redacted]

Activity 3

a) How much b) How much c) How many d) How many

Activity 4

a) Some bottles of some tomatoes, some eggs
b) some cans of some milk, some apples, [redacted]
c) Personal answer



CLASS

UNIT 4 • How to Be a Good Friend

Contents

» Being a good friend

Objectives

» Review and expand the language content from unit 4
» Talking about being a good friend

Materials

» Students Handbook, page 254

Class Plan

Beginning

Ask students to name famous friends from movies and cartoons (e.g., Pumba and Timon, Lilo and Stitch, Woody and Buzz, etc.). Ask students what these friends have in common and what makes their friendship strong. Open a discussion with the whole group about it.

Developing

Activity 1 – Preparation

Ask students to think about their ideal of a good friend. Individually, they should go over the boxes in the activity and complete the sentences with the words they should use the space provided to take notes. Allow them some time to do this.

Activity 2 – Interaction

Explain to students that they are going to talk to each other about their ideas in activity 1. Divide students into pairs and read the instructions. You can provide them with some useful language if necessary (e.g. "In my opinion, a good friend is ... / To me, a good friend must not ..."). While they talk, walk around the classroom, monitor, and help them if needed.

Ending

Invite students to share with their classmates a beautiful story of friendship they have with someone, or a story they have heard of. Then have students identify what makes that relationship successful.

Answers

Activity 1 – Preparation

Personal answers

Activities 2 – Interaction

Personal answers

UNIT 4

Lesson 3 | Part 1

Message 1

Message 2

Message 3

Message 4

Message 1

Message 2

My wife was away, and I was preparing dinner when someone knocked on the door. I was utterly surprised as I wasn't expecting anyone and everyone in the family had their keys. When I opened it up, it was Dina, our exchange student who has been living with us for the past three weeks. She said she lost her keys. What would you tell her if you were me?

Activity 7

Allow students some time to analyze the prepositions in the sentences and to complete the activity.

When you check students' answers, explain that **in** and **on** are also used as prepositions of time. Write the date and the time on the board and say that a baby was born on this day at this time. Ask them the following questions to exemplify when to use **in** and **on** as prepositions of time:

- What year was the baby born? **In** 2020.
- What month? **In** April.
- What day? **On** Monday, the 4th.
- What time? **At** 10:15.

Ending

Invite students to make small groups and tell each other what they most love about their families. Each one will have exactly one minute to talk and the others will listen attentively and show empathy.

Activity 1

Personal answers

Activity 3

a) The language and the number of [illegible] exchange students have to take.

b) Being bilingual.

c) Culture shock, homesickness, difficulty [illegible], the weather, etc.

Activity 4

a) The girl realized that she did not have [illegible] cell phone had died. She knocked the door and [illegible] father opened the door with surprise.

b) He was utterly surprised.

Activity 6

c

Activity 7

a) to; b) ago; c) in, on

Activity 8

a) on

d) ago

b) from

e) to

c) in

UNIT 4

Lesson 3 | Part 2

Objectives

Materials

Class Plan

Activity 9

Activity 10

So the lesson I learned is that friendship can arise from
... to middle school, things ... starting to look at girls in a different kind of way.
And because of that I felt like it was impossible to be friends with any of them. I was afraid people would think I automatically liked them if I talked to them, I didn't know what I would actually talk to them about, I felt like we were worlds apart. So it just became a little bit difficult to actually approach girls and talk to them as friends in middle school.

The Josh Speaks. "8 Easy Ways To Make Girl Friends in School." YouTube. September 22, 2017. Accessed November 21, 2019. https://www.youtube.com/watch?v=v5L_GGM-rVM. Excerpt from 1:20 to 2:46.

Activity 4

Arrange students into large groups. Each student talks to a member of the group about the questions for one minute.

Ending

Set up a class discussion starting with the c... from the poll activity during the warm-up.

Answers

Activity 1

Personal answers.

Activity 2

b; c

Activity 3

a) book, *Goosebumps*; b) competitive, hated, respect; c) different, impossible, liked

Activity 4

Personal answers.

UNIT 4

Lesson 4

Objectives

» Identify adjectives that describe personality traits
» Write a letter to a host family

Materials

» Student Handbook, pages 50-51, 113, and 175
» Computer lab or devices with internet access
» Cell phones

Class Plan

Engaging

Ask students to draw a circle in their notebooks and in the middle, write their names. Then instruct them to write the initials of three people close to them in different points of the circle. Next, in pairs, they should take turns telling each other what words they think those people would use to describe them.

Developing

Activity 1

Ask students to check the correct alternative and justify their answer to a classmate. Explain that you are going to ask them a few questions and that they should tap on the desk as soon as they find the answers.

- Who is writing the letter? (Flavia.)
- Who is she writing the letter to? (Her host family.)
- How old is she? (14.)
- Where does she live? (In Luanda, Uganda.)
- What grade is she in at school? (Seventh grade.)
- What sport does she play? (Soccer.)
- What does she like most in life? (Meeting new people and making new friends.)
- Where does her host family live? (Australia.)

[redacted]

Ask students how they will [redacted] grate lines; and have them read the [redacted] ar d [redacted] They should discuss their answers [redacted]

Activity 2

Before students do the activity, ask them to say what the main objectives of this letter are and how it is different from a letter we write to a friend. Then allow students enough time to select the appropriate characteristics.

Activity 4

After students finish, ask them to check their answers in the Word Bank at the end of the book.

Activity 7

Before students start rewriting their classmate's letter in a more formal way, elicit some of the changes they may have to make. Encourage them to use a dictionary and look up some more formal ways of saying the same thing. If they have access to a computer, suggest they use the following site as it presents informal and informal equivalents: http://ma.by/8arqq.

Engaging

Ask students what they think was important for them in this unit and what they would like to share with someone in their family and why. They could then write a short message to this person and send it using an instant messaging app.

Answers

Activity 1

[redacted]

Activity 2

[redacted]

Activity 3

Second paragraph

Activity 4

[redacted]already-gold[redacted]

Activity 5

Personal answers

Activity 6

Personal answers

Activity 7

[redacted]

UNIT 4 • Family Exchange Program

Objectives

»

Objectives

»
»
»

Materials

»

Class Plan

Beginning

Invite students to play a guessing game about family members. Model the activity by giving hints about one of your family members that are not so obvious, for example, their hobbies, their favorite color, etc. (e.g., "This member of my family likes collecting stamps, running every morning, likes painting and dancing, etc."). After they understand the activity, have them play in pairs.

Developing

Activity 1 – Preparation

Have students take a look at the pictures of the different families. Ask them "Which family do you identify with

Activity 2 – Preparation

Activity 3 – Interaction

Ending

Homework

Activities 1 and 2 – Preparation

Activity 3 – Interaction

UNIT 4 • Is Democratic Republic of the Congo a Nation?

Contents

» African countries
» The different concepts of **state**, **sovereign state**, **nation**, and **nation-state**
» Legacy of the colonization of Africa

Objectives

» Discern and apply the concepts of **state**, **sovereign state**, **nation**, and **nation-state**
» Read and understand maps, encyclopedia entries, and graphs
» Talk about the impact of colonization in Africa

Materials

» Student Handbook, pages 189-192
» A large map of the African continent (printed or projected)
» Cell phones or tablets with an internet connection (optional)

Class Plan

Beginning

Activity 1

This first activity can be done as a game. Form small groups and set a time limit (e.g., 3 minutes). Ask each group to name as many African countries as possible. Give them the first letters of the countries, if necessary. Each correct answer is worth one point. At the end, elicit the name of the countries and count the points. The highest score wins.

You can find a list of African countries on the webpages listed below.

› *Countries of the World, "List of countries in Africa": http://ftd.li/rxiwhh;*

› *All Africa, "Countries": http://ftd.li/jymvmd.*

Developing

Activity 2

Ask students what kind of information they can find on a map. Tell them that there are different kinds of maps and ask them if they can name a few (e.g., political, physical, and topographical) and briefly explain the differences among them. If they are not sure, explain that a **political map** normally includes things like countries, states, provinces, cities, towns, and major highways. A **colonial map** is also political as it shows the division of physical territories of a colonized area, therefore during a period of time, for example. You can explain to students that an **ethnic group** is "a social group or category of the population that, in a larger society, is set apart and bound together by common ties of race, language, nationality, or culture." (*Encyclopedia Britannica*, s.v. "ethnic group," accessed April 5, 2020, https://www.britannica.com/topic/ethnic-group). Then, based on that information, they can infer the maps. Allow students to do this activity in pairs so that they can help each other. Elicit the answers.

Activity 3

Set this activity as a challenge for students to guess which country it is, based on the cues given. If possible, allow students to use an electronic device with an internet connection to find out which country it is. They can also look at the capital of the country, the information about its localization, and try to identify it on the political map. If possible, show them the large map of the African continent and help them to find the Democratic Republic of Congo.

Activity 4

By identifying where DR Congo is on the political map, have students also see where it is on the other two maps. By doing this, they will be able to collect more information about this country. Have students work in pairs and elicit their findings.

Activity 5

Introduce the four concepts for students to answer the question. Read the concept with the whole group and elicit or provide examples. Do the task as a class activity, encouraging them to participate in the discussion.

Activity 6

Activity 7

Extra Activity

Activity 8

Activity 1

Activity 2

Activity 3

Activity 4

Suggested answer: DR Congo is a former Belgian colony. It has several different ethnic groups in its territory. It is bordered by nine countries: Angola, Burundi, Central African Republic, Republic of the Congo, Rwanda, South Sudan, Tanzania, Uganda, and Zambia.

Activity 5

Suggested answer: It has not always been a sovereign state because it was a Belgium colony.

Activity 6

a) nation, b) state, c) sovereign state, d) nations, e) nation state

Activity 7

Suggested answers: It is not a nation state because it is not a nation with a single cultural group.

Activity 8

Suggested answers: The current political divisions is a consequence of the processes of colonization and decolonization of the African continent. As the structure of Africa was defined and ran by European powers, it did not respect the pre-existing political organizations of the different ethnic groups living there. As a consequence, there were (and

STEAM

UNIT 4 • String Art

Contents

» School community identity
» Tapestry
» String art
» Feelings, emotions, and personality traits
» Determiners and quantifiers

Objectives

» Create a growing, school community tapestry inspired by string art
» Develop community identity
» Develop teamwork and collaboration

Materials

» A large piece of wood (ideally pre-painted black) or a large cork (bulletin) board
» Hammers and nails or large pushpins if using a corkboard
» Sturdy paper (around five medium pieces per student)
» Pens or thin markers
» Hot glue gun or strong thick tape (the kind used for hanging things on walls)
» Rolls of string in a variety of colors
» Scissors (per pair of students)
» Pictures of string art, interactive string art installation, and community identity tapestry (easily found online)
» Video: "UNLV Identity Tapestry by artist Mary Corey March," UNLV, available at http://ftd.li/y86fnz (optional, or any other video showing identity tapestry)

Class Plan

Beginning

Ask students how they would feel if they were new at a school – perhaps on an exchange program and did not know any of the other students. Elicit a list of feelings and emotions and write them on the board. Ask "Do you sometimes feel some of these emotions going to school, or living in your own community?", "Would it be nice to know what other people in the community might be thinking and feeling and to find out things you have in common?" Encourage their participation.

Explain that the purpose of the [illegible] to carry out is to find out similar [illegible] different people in the school community.

Developing

Show students some images of string art. Draw their attention to the geometric patterns that can be formed with string and nails or pegs. Ask students to explain how they think these were made. Next, show images of "an interactive string art installation" explaining how some artists fill up a whole wall or room and invite other people to participate in forming these geometric shapes with string. Help students notice that sometimes the design is planned out with precision, and other times it takes shape more organically as people contribute.

Show students the wood or pegboard and explain to them that they are going to make a "school community identity tapestry." Ask them how they think it can be made and show them some related pictures. If possible, show the video "UNLV Identity Tapestry by artist Mary Corey March" or any other video about the topic. Have students look at that people wrap colored strings around statements that they identify with a lot of people contribute to many layers of colorful strings. This way, people find out what they have in common with others in the community as the tapestry grows.

Assign tasks to groups of students to build the tapestry. You will need two or three volunteers to plan the design of the pegs on the board. The pegs can be scattered, or they can form some kind of design. Have this group draw small Xs on the board where they wish the pegs to go. Ask for another group of volunteers to insert the pegs into the pattern when the first group is done. They will either hammer in some nails (leaving plenty of room for the string to wrap around), or insert pushpins if using a corkboard.

Everyone else can use this time to cut pieces of paper small enough to fit on the pegs, but large enough to write on. Have a predetermined number so that the pegs inserted in the board match the papers cut (three to five pieces of paper per student would be ideal).

Have every student write a few statements of identity. They may or may not be things that are true for them personally, but things that they think might be true for members of the school community, or things they would like to know if apply to these people. This is a great opportunity to practice the language [illegible]. Have each student write a proportional number of statements, planned according to the total number of paper cut and the number of students in the group.

[illegible]

Feelings and emotions

- [illegible]
- I [illegible] [happy].
- I wonder if I'm the only one who feels [glad] when I meet a classmate [illegible]
- [Staying here] makes me feel [grateful].

Personality traits

- People think I'm [shy], but I'm actually [outgoing].
- I'm a very [optimistic] person.
- I'm not very [organized].
- I'd like to be more [easygoing].

Determiners and quantifiers

- Most of the time, I [feel confident].
- Very few people know [that I love dancing].
- I'm worried about not having much [time to do things I love].
- I don't have many [friends], and I feel [OK] about that.

[illegible]

Ask students, "What are some of [illegible] members of the school [illegible] talk about [illegible] find out they [illegible] others, but, for whatever reason, [illegible] students that they may [illegible] both [illegible] Remind them that it's important to [illegible] emotions in a place we feel safe. [illegible] like this might [illegible] community find a safe space to [illegible] open up.

Ending

As students finish their statements, have them [illegible] them to the pegs. You might assign a few early finishers to take charge of this. Set up the pegboard in a public place and place the string nearby. You may wish to include an explanation and instructions so that other members of the school know how to participate. Students may wish to attach their own string at the end of this session or at another time when they have more privacy. Make sure everyone has a chance to participate. If possible, leave this up in the school for an extended time so that others can interact with the board as well.

REVIEW

Units 3-4

Contents

- Guide to the internet
- Life skills
- **Have to** and **must** (advice)
- Word formation: noun into adjective, adjective into noun
- Quantifiers. **any**, **some**, **much**, **many**, **few**, **little**
- Cultural program

Objectives

- Revise content from units 3-4
- Create a guide for the internet using life skills
- Revise the use of **have to** and **must** for advice
- Learn about word formation
- Create a cultural program
- Understand the use of quantifiers (**any**, **some**, **much**, **many**, **few**, **little**)

Materials

- Student Handbook, pages 94-95
- Sticky tape

Class Plan

Beginning

Write one of the words related to life skills vertically down on the board, like *respect*. In small groups, students try to come up with the longest word they know that begins with each letter.

Resilience

Eagerness

Safekeeping

Politeness

Earnestness

Commitment

Tenderness

UNIT 3

Activities 1 and 2

understands what to do
the activities: a guide for
working individually before
group. Write the answers on

Activity 3

Highlight the difference on **have to** and **must**

Activities 4 to 6

Encourage students to work in small groups and address them to the activities. Invite a volunteer to read the instructions. Give students 5 minutes to think about them. In activity 5, give extra time to create the poster. Circulate giving help, suggestions, and vocabulary. As the groups finish, ask them to tape the posters on the wall or board. Ask students to circulate and look at other groups' posters.

UNIT 4

Activity 1

Do the first one together with the whole group. Then tell students to work on the other sentences individually. Give them a few minutes to do the activity. Write the answers on the board.

Activities 2 to 8

Go over all the instructions and make sure everyone understands how to plan a cultural program. Ask students to do the activities in small groups. Give them 10 minutes. Walk around the classroom and help them when necessary.

Ending

Set up a class discussion about the two reviews. posters content (unit 3) and cultural program plan (unit 4). Ask them to tell which experience they think was more interesting to do and why.

UNIT 1

Activity 1

Leadership, resilience, being a good listener, being a good negotiator

Activity 2

Noun	Adjective
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	creative
[illegible]	focused
politeness	polite
resilience	resilient
respect	respectful

Activity 3

a) have to/must, b) have to/must, c) don't have to, d) mustn't

Activities 4 to 6

Personal answers

UNIT 4

Activity 1

a) much, b) many, c) little, d) few, e) much, f) many, g) some, h) Many, much

Activity 2

b, c, g, h

Activities 3 to 8

Personal answers

ASSESSMENT

Units 3-4

Overview

Objectives

» Assess what students have learned in units 3-4

Materials

» Test available at lonica
» Extra activities (optional)
» Readers (optional)

Class Plan

In Advance

› *A few weeks before the due date, take the test in one sitting and write down the time you spent. Multiply it by around 5 to 8 times and this is the time students will need to complete their tests.*
› *Make sure students can do the activities independently as they must remain in silence in order to not disturb other students who are still answering the test.*
› *Consider students' characteristics and knowledge. Make changes in the test to guarantee that it fits the time slot you have and it reflects what happened in the classroom.*
› *Check if you will need sound equipment and make the necessary arrangements*
› *Prepare extra activity worksheets and get some readers from the library to give to students who finish the test before others if there is not a waiting room or supervised area they can go to.*

Beginning

Arrange students' desks in a way that they are not too close to see each other's answers.

Developing

Tests are typical examples of summative assessments. They are formal, usually administered at the end of a course or unit, only in few times in a year because they aim to measure students' learning over a period of time. However, they are only one among many other forms of assessments you may use to collect [illegible] student [illegible] academic knowledge and English

[illegible] so you can personalize instruction, [illegible] to better meet their needs.

Tips

› *For formative assessment [illegible] https://ftd.li/ut8qpg and [illegible]*
› *Read about the difference [illegible]*

[illegible]

Answer [illegible] instructions. If students [illegible] advise them not [illegible] to [illegible] answers such as [illegible] are not correct to pay attention to the other [illegible] the answer to look for clues in the questions or from the [illegible] suggestions. Do you understand what you have to do here? Which alternatives do you know are wrong so you can eliminate? What is the most probable answer? Look at the [illegible] read the text again with more attention. The answer is there.
Sometimes students may need assistance so they ask questions to know if they are correct. In this case motivate and boost their self-confidence by saying they are capable of answering the questions on their own. If you tell them their answer is right or wrong, students will [illegible] ask for more. During the test be alert and monitor students by walking around the classroom to make sure students do not cheat or distract other students. If some students finish the test before the others and there is not waiting room or [illegible] area they can go to, tell them to remain silent while other students finish their tests. You may give them a book to read or a worksheet they can [illegible] answer without your assistance.

GIVE

Overcoming Obstacles

Objective

Materials

Directions

Explain to the students that they are going to play a game called Blindfolded Obstacle Course. Divide the students into teams of four or five students each. Have each team select a student to be blindfolded. Explain that the blindfolded students will be guided through the obstacle course by their teammates. One member of each team will be the leader, and the other team members will have one minute to guide their blindfolded teammate through the obstacle course using only the approved words.

Each team will have a limited time (one minute) and a limited set of single words that may be used as commands to help guide the blindfolded person through the obstacle course (up, down, right, left, forward, and back). Set the timer to go off at one minute. The blindfolded student must make it through the course. Otherwise, they will not have time to finish. Each team will have a try. Remind them they are **not** allowed to use full sentences; if they do, they lose their turn.

It is also important to mention that the team members guiding the blindfolded student through the obstacle course without any assistance (for example, without dropping an object, getting stuck, etc.) or failing to follow the rules (i.e., the first team fails to make it until the end of the obstacle course in one minute or fails to follow the rules, it's team two's turn, and so on).

Make sure you change the obstacle course every time a new team plays the game to make it challenging.

Debrief

If the blindfolded student manages to overcome the obstacle and make it to the end of the course, the team scores a point. It's important to draw your students' attention to the fact that they must work together to guide their teammate, and the main goal of this game is to build leadership and teamwork skills. This game can provide encouragement that requires students to work together toward a common goal to move through the obstacle course.

EXAM PRACTICE

Unit 4

Contents

» Content from Unit 4

Objectives

» Assess what students have learned in Unit 4
» Get students familiar with international exam format

Materials

» Copies of the exam available at [illegible]
» Audio track available at [illegible]

Class Plan

In Advance

A few days before:

Download the exam from [illegible] and make copies of it. Read the Exam Guidelines available at [illegible] in order to familiarize yourself with the exam characteristics and be able to answer students' questions.

In the previous class:

Explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions. Discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage [illegible] [illegible] to help [illegible] [illegible] exam [illegible]. Explain [illegible] the [illegible] **Reading and Writing**, **Listening**, and **Speaking** [illegible] papers [illegible].

Developing

[illegible]

Reading and Writing

[illegible] if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the exam, tell students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say, "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

GAME

Shipwrecked

Content

Objectives

- and teamwork skills
- ative pronouns
- l counterargument

Materials

- for each group

Class Plan

Beginning

What would you take with you if you ecked on a desert island?" Listen to answers and take notes on the board

Explain to students they are going to play a game called Shipwrecked. Explain that this game aims to develop negotiation skills and a reflection on how important it is to practice making concessions and counterarguments. Tell them that they will be organized into five groups. Within their groups, they will choose essential items to have on a desert island. Reinforce that, in this game, their choices are not about their personal likes and dislikes, but about priorities. Their choices will illustrate how willing they are to work together for the good of the whole group

Developing

Organize students into five teams. Give them 5 to 1 minutes to write a list of items that are essential to survive on a desert island. Each group must choose items that would be essential for their survival and t reasons why they must all agree with the list.

Give out some index cards and ask them to write the items, explaining their function, their relevance, and they should carry this object along with them to a de island. Instruct them they must write solid argument explaining their list of essentials by using at least one **relative pronoun** (where, who, which, when). For example, "Our group would take a knife, **which** is th first on our list of essentials to bring to a desert island It is essential in case we need to cut fruits or food in general **when** we feel hungry;" "The second item o our list is a fishing net. A member of our group is a good fisherman **who** can catch different species of t healthy protein choice;" "Our group would also take box of matches to use **when** the night comes. We w set a bonfire **which** could also keep mosquitoes awa

At the end of the limited time, each group will have 3 to 5 minutes to explain their choices and persuade others that their items are the most essential ones. They must negotiate and listen to different opinions respectfully. Encourage them to use persuasive language to convince other teams of their argumen

Ending

After each group has presented their choices and arguments, students should vote on the top five be arguments and choose **only five items** that they al can agree are essential to their survival. For this gam there are no winners, it aims at illustrating a win-wi situation in which they can work together for the benefit of everyone in the whole group

MUSIC

Self-love Song

Contents

» Self-love
» Self-awareness

Objectives

» Listen to a song that fosters self-love
» Develop listening skills (general and detailed information)
» Encourage others

Materials

» *Origami* or common paper cut out into a square (one per student)
» A song that refers to self-love (suggestions include: "Brave," by Sara Bareilles; "Firework," by Katy Perry; "Believer," by Imagine Dragons)
» Copies of the lyrics of the chosen song with one extra word in each line (one copy per student – see suggestions below)
» Slips of paper with a positive adjective written on them (one different adjective per student, see suggestions below)
» Video: "Easiest Origami Heart Ever!", Easy Origami, available at http://ftd.li/u8inw (or any other video showing how to create an *origami* heart)

Class Plan

Study the lyrics of the chosen song and include words that can be adequately inserted into each verse

Beginning

Give each student a piece of *origami* or common paper and teach them how to fold it into a heart. You can easily find several instructions for this on the internet. If possible, show them the video "Easiest Origami Heart Ever!" Make sure you go step by step and that all students are on the same fold as you.

Next, give each student a slip of paper [illegible] adjective. Each student should get a [illegible] find some suggestions below

amazing	brave	[illegible]
fun	easygoing	[illegible]
generous	honest	[illegible]
intelligent	kind	loy[illegible]
nice	patient	powerful
polite	reliable	self-confident
sincere	understanding	careful
strong	smart	[illegible]
great	fantastic	[illegible]
awesome	cool	[illegible]

Tell students to write the word they got on their heart and keep it. They will use it in the Ending part of the class

Developing

Explain to students they are going to listen to a song and they have to pay attention to the general idea of the message conveyed. Play the song once and then have them compare their impressions of the song in pairs. Students can take notes if they want to.

Hand out the lyrics to each student and tell them you are going to play the song again. They have to listen to it carefully and cross out the extra word in each line. To support students, you can tell them how many extra words there are in total in the song.

Play the song again for students to cross out the extra words. Play it once more if necessary. Ask them to compare in pairs and play the song the last time for them to double-check their answers.

Have an open discussion with the whole group about the message conveyed and how they feel about the song. Allow students to speak freely and listen to their ideas. Avoid correcting their [illegible] or interrupting while they are [illegible]. Acknowledge their contributions.

[illegible]

[illegible]

[illegible] students that [illegible] needs [illegible] compliments from time to time, so this is the time to do so. Invite them to get their hearts and make a big circle. Each student, in turn, walks around inside the circle, and as they do so, the others show their hearts and say [illegible] the word that's on their hearts. For example the student who has the word **strong** written on their heart say to the student who's walking around the [illegible]

[illegible]

Lesson 1

[illegible]

[illegible]

[illegible] how old are they? [illegible] they be doing?

[illegible]

[illegible]

Activity 2

[illegible]llow students some time to read the comments they have been assigned and, in pairs, report on what they have read and an[illegible] the questions. Before moving on, ask them if they [illegible] surprised by any of the comments and elicit the meaning of the following words and phrases: [illegible] assignment (school work), and looking stuff up using their phones (using their phones to do some research).

[illegible]

If you find it relevant and if students can use their phone in class, you can ask them to read the [illegible] time to explore the Rijksmu[illegible]um, where The Night Watch is displayed, via it[illegible] website or app. If students [illegible] so, encourage them to work in pairs [illegible] they can exchange opinions as they go on this virtual tour. In addition, you can invite them to explore, for example, websites or apps where they can find English language literary heritage too, such as the British Library (https://ftd.li/vxdxsv) website or even the Internet Archive website (https://ftd.li/zo2[illegible]), where there are texts of various genres and languages, including British and Ameri[illegible]n literature.

[illegible]

In small groups, ask students t[illegible] discuss the questions and come up with two or more reasons to support their views. To wrap up, ask them if they would consider it helpful to [illegible]ut away their phones in some circumstances and what these [illegible]rcumstances would be.

Activity 6

[illegible]

Activity 7

A[illegible] tell students that they will read a poem and ask them if they have recently read any poetry on their own time or for school. Ask them a few questions about the poems they mention, such as the title, author, theme, and what they liked or did not like about the poem. Next, elicit some characteristics of the genre and write them on the board. The following characteristics should be mentioned: poetry is a literary genre; poems may be written about a lot of different themes; there is a subjective poetic voice; poems usually have a title; there is rhythm, which lends some kind of musicality to them; there may be rhymes; they are usually written in verses; there may be repetition of words or sounds; the use of punctuation is not as strict as in other genres; they may have a special visual effect; and, they may be short or long.

Brynn Saito is an Asian American poet and the author of The Palace of Contemplating Departure (2013) and Power Made Us Swoon (2016). He is also an assistant professor of Creative Writing in the English Department at California State University, Fresno.

Activity 9

It might be interesting to begin by brainstorming with students what types of technology might people be obsessed with before they start talking about their own experience.

[illegible]

Ask students [illegible] the [illegible] box [illegible] quick drawing [illegible] then find other classmates who [illegible] statement and compare their drawings. [illegible] write a caption or a speech bubble for [illegible] and share them with the rest of the group. [illegible] be done by sticking the drawings [illegible]

[illegible]

Activity 1

Personal answers

Activity 2

Personal answers

Activity 3

The photographer thought it was curious that the children were looking at their smartphones instead of looking at Rembrandt's *Night Watch*.

Activity 4

a) F, b) T, c) T

Activity 5

Personal answers

Activity 6

Personal answers

Activity 7

Television

Activity 8

Personal answers

Activity 9

Personal answers

STANDFOR PROJECT

National Library | Part 1

Content

[illegible]

Objectives

- Introduce the topic
- Work on topic-related vocabulary and a reading for gist activity
- Read a infographic

Materials

- StandFor Project – *National Library* portfolio

Class Plan

Beginning

Ask students about their favorite book. Ask them to describe the story to a classmate

Developing

Activity 1

Elicit from students all the words they relate to books. Write them on the board. After that, students open the portfolio and check if these words appear in the activity 1 from the **#exploringthetopic** section. Ask students to match the definitions with the appropriate words. They will do the activity individually. After they are done, have them compare the answers with a classmate. Write the answers on the board

Activity 2

Ask students to do the activity in small groups. After they are done, have them share their opinions in different trios and then report to the group

Activity 3

Explain to students they will get acquainted with the DCC (Dewey Decimal Classification), system that organizes works by fields of studies

Individually, ask students to match the titles to the fields. After comparing answers with a classmate, they correct them as a group. Then ask them to include more titles in each category in pairs

Ask students to go to the **#guidedreading** section and to look through the infographic and report what type of information it presents to them. Have students report their findings to the group.

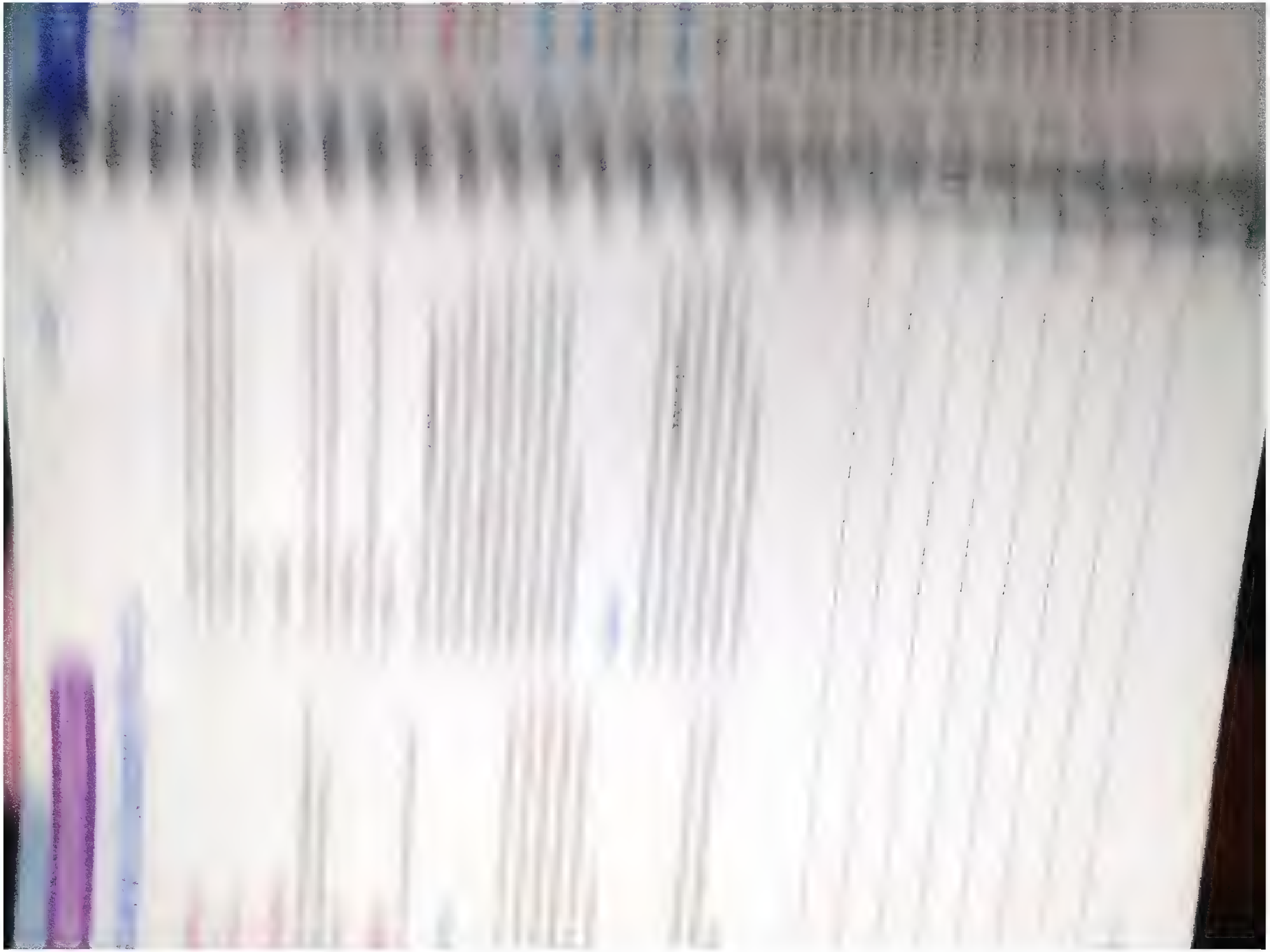
Pair students up and assign each pair a number even-numbered groups will be responsible for answering even-numbered sections in the infographic, and odd-numbered groups will answer the odd-numbered sections. For instance, a pair whose number is 3 should answer sections 1, 3, 5, 7, 9. Fast finishers can answer as many questions as they can in the allocated time.

Ask students to compare their notes with someone else who answered the same questions they did. After that, even-numbered group members report their findings to odd-numbered members and vice-versa

When correcting the activity, go through the features of the infographic one by one and follow the portfolio notes to approach each of them appropriately.

Ending

Have students report to the group which piece of information surprised them the most while learning about the National Library



UNIT 5

Lesson 2 | Part 1

Contents

- [illegible] footprint
- [illegible]

Objectives

- Ask and answer questions about oversharing
- Listen for the main ideas of a talk about digital footprint
- Listen for specific ideas in an interview with teenagers

Materials

- Student Handbook, [illegible]
- Audio track

Class Plan

Beginning

Write "Things people can do online" on the board and ask students to take turns giving examples in pairs or trios.

Developing

Activity 3

Audio Script • track 21

Hi, guys! I'm Willow It, a Youtuber and online safety campaigner and you're watching the Live My Digital *video series. Today's topic is the digital footprint. I think of social media like a digital diary. I've memories of all the things I've done, the places I've been to, and the people I've met along the way. Every now and then, I'll scroll back through my pictures going all the way back to school and find myself smiling or cringing at the things I've done.*

As cool as it is to have all of these memories at the click of a button, it's also important to be aware that whenever these pictures, videos, comments get posted online, we're creating our digital footprint and if that stuff is embarrassing or inappropriate, it may be visible for the whole world to see.

A digital footprint is the trail of [illegible] we leave behind us when [illegible].

When we share, search, join groups, [illegible] of this information is stored somewhere [illegible] we know about it, and sometimes [illegible].

Research shows that 48% of employers will [illegible] search engines to research you before [illegible] you for a position and if you decide to apply to a university further down the line, many of them will also research your digital footprint as part of the application process.

[illegible] "Live My Digital for Students: Digital Footprint." [illegible] July 1, 2016. Accessed January 10, 2020. www.youtube.com/watch?v=dbgzYQ4aIts. Excerpts from 0:11 to [illegible].

Activity 6

Write the word "oversharing" on the board and ask them to deduce its meaning by looking at the prefix *over-* and the verb. Show them the information in the Tip box.

Activity 7

Explain to students that they will listen to four teenagers talking about oversharing. Ask them to read the statements and answer the activity.

Audio Script • track 24

Teen 1 *Oversharing to me is [illegible] putting too much of your personal life in front of a wide audience of people.*

Teen 2 *Posting something for the sake of showing that you're there and maybe not because you're actually having that great of a time.*

Teen 3 *Posting about things that people don't necessarily think a restaurant, but they're just kind of posting to be posting.*

Teen 4 *What you share and how often you [illegible] going to affect the way that someone [illegible].*

Just because I'm gonna post all the time, [illegible] mean that you're going to get all the [illegible].

Common Sense Education. "Digital Footprint." [illegible] youtube.com/watch?v=[illegible].

each other (the kinds
eels, cartoons, songs,
d and what technology

Activity 1

Possible answer

Your digital footprint is your online history, all the stuff you leave behind as you use the internet

Activity 3

Because it holds all memories

Activity 4

a) Every now and then

b) find myself smiling

c) important to be aware

d) for the whole world to see

e) all of this information is stored somewhere

f) research your digital footprint

Activity 5

Personal answers

Activity 6

Possible answer.

It means that someone is sharing more than they should. To share an inappropriate amount of detail about one's personal life

Activity 7

a) 2, b) NM, c) 1, d) 4; e) 3, f) NM

Lesson 2 | Part 2

Contents

Objectives

Materials

Class Plan

Beginning

Activity 10

Audio Script • Track 25

Activity 11

Activity 12

s your favorite way to share online?

se any social media just to read not t

ou think you overshare?

Activity 13

Encourage students to work as interviewers and

ns to get more

interviewed

TIP

Ending

In small groups, have students share their ideas on what they learned about digital footprint in this class and what they intend to do from now on

ANSWERS

Activity 8

They are contractions

Activity 9

Contraction	Full version
's	
'm	
We're	
Don't	
You'll	
It's three	
Doesn't	

Activity 12

Personal answers

Activity 13

Personal answers

Activity 14

Personal answers

STANDFOR PROJECT

National Library | Part 2

Objectives

Materials

Class Plan

#researchtime

Tip

When looking for extra ... student some tips on how to ...

- Use specific terms to ...
- Choose good sources
- Differentiate fa... fr...
- Check all the ... format ...

STANDFOR PROJE

National Library

UNIT 5

Lesson 3 | Part 1

Contents

- Internet images
- **Will**: promises, offers, and decisions

Objectives

- Listen for main information in an audio message
- Use **will** for making promises, offers, and decisions
- Describe a scene through an image

Materials

- Student Handbook, pages 58-59
- Audio track
- A soft ball

Class Plan

Beginning

Write "The last photo I shared on social media was ..." on the board. Ask students to complete it and compare their answers in pairs

Developing

Activity 2

Audio Script • Track 26

Audio 1

Narrator: *Teetering on a ledge over a 1,000 ft drop, the only thing keeping Sandi Allcock from certain death was the olive tree which had abruptly halted her 350 ft plunge. Her casual clifftop stroll turned to horror as the ground suddenly gave way beneath her feet. As terror and pain washed over her, IT worker Sandi groped in her pocket for her iPhone and called emergency services to come to her aid. Without any clear identifiable landmarks, the rescue team was unable to figure out exactly where she was. Sandi was becoming dehydrated and her battery was running low. She was getting desperate.*

Sandi: *I suddenly thought about taking a photograph of my location, I could barely move so I had to take the snap at an obscure angle. I hoped it would be enough.*

Narrator: *Sandi decided to upload the photo to Facebook and changed her settings from private to public. Incredibly, within minutes the receptionist called Sandi back to tell her the place had been recognized by a scuba instructor who had recently taken divers out in that area. He contacted the emergency services to say he knew where to find her.*

Sandi: *People criticize tourists who upload too many holiday snaps onto Facebook – but this one saved my life.*

Sharpe, Amy. "'Facebook Saved My Life after I Plunged 350 ft off Cliffton on Holiday'." *Mirror*. June 7, 2015. Accessed January 10, 2020. https://www.mirror.co.uk/news/world-news/facebook-saved-life-afterplunged-5836242

Audio 2

Narrator: *Bev Holzrichter, 56, runs a horse stable in Charlotte, Iowa. When she found herself badly injured by one of her horses and unable to move, it was web cam watchers who called for help.*

Bev: *People from Germany, the United Kingdom, France – all over the world had phoned the Charlotte Rescue Squad. When the emergency services arrived 45 minutes later, they were very confused about why they had received calls from all over the world about me. Those people watching are the ones who helped me. If it wasn't for the technology of the webcam, I'm not sure when I would have been found or what would have happened to me.*

Holzrichter, Bev. n.d. "'The Internet Is My Hero, It Saved My Life'." CNN. Cable News Network. October 25, 2005. Accessed October 21, 2019. http://edition.cnn.com/2005/TECH/09/21/bev.holzrichter/

Audio 3

Narrator: *Damon Brown found a kidney on Facebook after telling his story on a special page the Seattle dad created under the name "Damon Kidney." His friends and family forwarded the link to everyone they knew and on January 3rd a woman his wife has known for years but not someone they consider a close family friend, will be giving him a kidney.*

Damon: *She said it wasn't really for me. It was for my kids, because they deserve to have a dad around.*

Narrator: *After one particularly difficult visit with his doctor, Damon and his wife, Bethany, decided to create the Facebook page, which has attracted more than 1,400 friends. "The real reason I'm doing this is he's got kids and he's a good guy," his donor said. "My life is in a good place. I've been given lots and I have a responsibility to give back."*

"For Some in Need, Facebook Is Route to New Kidney." USA Today. Gannett Satellite Information Network. January 1, 2012. Accessed January 10, 2020. https://usatoday30.usatoday.com/tech/news/story/2012-01-01/facebook-kidney/52319754/1

Activity 7

t students to look back at the sentences in
promise or an offer

Ending

Stand up and make a big circle with students. Throw the soft ball to students randomly and say two words a subject and a verb) and the student who gets the ball will contract the words. Model pronunciation when necessary.

Activity 1

Personal answers

Activity 2

a) Bev; b) Damon; c) Sandi

Activity 3

a) Damon; b) Sandi/Bev, c) Sandi/Bev, d) Damon/Sandi; e) Bev

Activity 4

Personal answers.

Activity 5

a) Sandi; b) Damon; c) Bev

Activity 6

a) Promise; b) Offer; c) Decision

Activity 7

a) P; b) O; c) P

Activity 8

b) I'm tired.
to bed. (D)

ho
(P/D)

e) This box is too heavy

f) I have a toothache. I'll call the dentist. (P/D)

g) This homework is too difficult. I'll help you with the answers. (O)

h) I've lost my dog. I'
you find her. (O)

GRAMMAR

UNIT 5 • Uses of Will: Promise, Predict, Request and Offer; Refusal

Contents

will

Objectives

will

Materials

Class Plan

had to make

make promises and

Activity 1

ey

some time

group

Activity 2

ts if they are good at predicting the futur

hem that **will** is also used for predictions. A

k at the table with predictions for two

They should use those pieces of information

the questions. Students can answer the

individually and then compare their answer

ack the activity inviting some volunteers to

tion orally

Activity 3

nd

the questio

on the scen

mplete th

answers orally. Their an

herent and intelligi

Ending

Organize students into pairs and give each of them a theme (e.g., school, transportation, food, cinema etc.). Invite them to create funny conversations with predictions about each topic. Allow them some time to prepare the dialogues. Walk around solving doubts and making sure they are using **will** for predictions. Allow them some time to rehearse and then invite students to present their conversation to the whole group.

Answers

Activity 1

i) Vi

Activity 2

a) No, he won't

b) Kathy won t, but David will

c) No, she won't

d) Kathy won't, but David will

e) Yes, he will

f) Yes, she will

Activity 3

Suggested answer

i) Yes, I will. No problem

b) No, I won't. I can't talk. I have a sore throat

c) No, it won't. It is stuck

d) Yes, she will. She has a good discount.

e) Y I will. Would you like it cold or natural

f) No, I won't. I can't dance

LISTENING

UNIT 5 • Sharenting

Contents

- An internet news report: *Are Parents Exploiting Their*

Objectives

- Prepare to listen by analyzing an image and thinking about the topic
- Learn about parent's tendency to overshare their
- Connect content of the audio to reality and give own

Materials

- Student Handbook, pages 240-241
- Audio track

Class Plan

Beginning

Invite students to play, in groups, What Do You Know about Oversh[illegible]. Write down the question on the board to guide them. Set a five-minute time limit to the [illegible] think about things they know on the subject. Give one point to each true sentence.

Developing

Activity 1

Have students open their books to page 240 and read the instructions. Before answering the questions, ask them to pay attention to the image. Allow them a few minutes to analyze it and, after that, think about the questions and answer them. Encourage students to express their opinions. Monitor the activity and help when necessary. As they finish, ask the pairs to share their answers with the group.

Activities 2 and 3

Address students to the activities. Go though the instructions with the whole group. Explain to them you will play the audio once for them to complete the activities and a second time to double-check their answers. Have students compare their answers in pairs and then check with the whole group playing the audio again. Write the answers on the board.

Audio Script • Track 5.1

Narrator: *Parents used to carry pho[illegible] wallets to show off their kids, but today, [illegible] the click of a button. This next generation h[illegible] lived without the internet.*

Man: *No wonder you guys are always so busy on the computer.*

Narrator: *Thirty-four percent of kids in the US [illegible] digital footprint in utero, with a sonogram posted by their parents. Then come the birth photos, the [illegible] hashtag, first steps, first words, first everything.*

Toddler: *Ah, you're so extra.*

Narrator: *But do the children h[illegible] their privacy?*

Singer: *"Take a spin/Now you're in, with the Techno set/You're going surfing on the in-ter-net"*

Taylor Lorenz: *A lot of people think that it's just, you know, these fake mommy bloggers, you know, oversharing influencers who are the ones that are kind of out there promoting their kids and basically violating their children's privacy, but what I found in researching this is that it's almost all parents do this to some extent.*

Narrator: *The term coined for this phenomenon is "sharenting," but it's not just the parents who do it. Daycares, schools, sports teams, clubs, scout troops, you name it.*

Children: *"I'm all about that badge, 'bout that badge, I'm earning, I'm all about that badge, 'bout that badge ..."*

Narrator: *Oversharing has become the new normal and the kids don't get much say in the matter. So, what happens when they grow up, become more self-aware and inevitably google themselves?*

Taylor Lorenz: *Once kids realize that they have an internet footprint, they have a whole range of reactions. Some kids are horrified, they hate the pictures of themselves that they found publicly posted, they're angry at their parents, they feel embarrassed.*

Narrator: *Would you care if your parents posted about you online?*

Teen 1: *I would definitely hate it.*

Teen 2: *I would be worried that my [illegible] finding it.*

Teen 3: *It would be kind of weird.*

Teen 4: *No, I, I don't care.*

The Atlantic. "Are Parents Exploiting [illegible] YouTube. May 21, 2019. Accessed Nov[illegible] youtube.com/watch?v=dpirtXdzkII [illegible]

Activity 4

Encourage students to work in pairs or small groups and address them to the activity. Invite a volunteer to read the questions and help with language if necessary. Allow them enough time to discuss their opinions. Walk around the classroom giving help, suggestions, and vocabulary.

Extra

Arrange students into small groups, with different members from the activity 4, to discuss sharenting. Encourage them to give their opinions and personal experiences. Circulate to help them if necessary. Set up a five-minute time limit. After that, ask them to summarize the group's discussion and tell it to the whole class.

Answer key

Activity 1

Personal answers

Activity 2

a) T, b) F, c) F, d) T, e) F

Activity 3

a) luck, b) footprint, c) sorting, d) normal

Activity 4

Personal answers

UNIT 5

Lesson 3 | Part 2

Contents

» Audio message
» [illegible] others

Objectives

» Write a short message offering help

Materials

» Student Handbook, page
» [illegible]

Class Plan

Beginning

Write "The last photo I shared on social media was [illegible]." on the board. Ask students to complete it and compare their answers with a classmate.

Developing

Activity 9

Audio Script • Track 27

Hi, it's Evie. Listen, I've slipped in my bathroom at home and I think I've twisted my ankle. There's no one here, and the door is locked. I don't know what [illegible]

Language Variation

[illegible] **my** [illegible] **oi** [illegible]

Activity 13

It might be interesting to ask students to write a message of between 30 and 40 words. Encourage them to use Evie's message as a model.

Ending

Ask students to read their messages out loud and their classmates can vote on the most comforting and helpful message.

Answers

Activity 9

It's Evie. She slipped in the bathroom and probably twisted her ankle. There's no one home and she needs help.

Activity 10

Personal answers.

Activity 11

Personal answers

Activity 13

Personal answers.

UNIT 5 • Technological Devices

Contents

» [illegible] will
» [illegible]

Objectives

» [illegible]
» [illegible] will
» [illegible]

Materials

» Student Book [illegible] pages 256, 257
» [illegible]

Class Plan

Beginning

Ask students to name some technological devices available in stores. Write their ideas on the board. Conduct a class survey to find out which devices students own. Ask them to choose the devices they frequently use and those they don't have but would like to use. Use this data to prepare a bar graph showing the class usage of technological devices. Discuss the results with the whole group.

Developing

Activity 1 – Preparation

Ask students to look at the pictures and think of the aspects that grab their attention. They may take notes on their notebooks if they wish. Explain that they are using those pictures as prompts to discuss some technology-related topics in pairs.

Activity 2 – [illegible]

[illegible]

Activity 3 – Interaction

Explain to students that they will create a script for a short video conversation they will then record. Encourage students to record their videos using their cell phones or tablets. The videos should not be posted online but can only be shown in class. If it is not possible to record a video, students can have students present their script to the group.

Ending

Show the videos from activity 3 or ask students to present their scripts to the whole class. Ask students for feedback and follow up with questions about each video presentation. Open the discussion to the whole group. Encourage students to participate and give opinion.

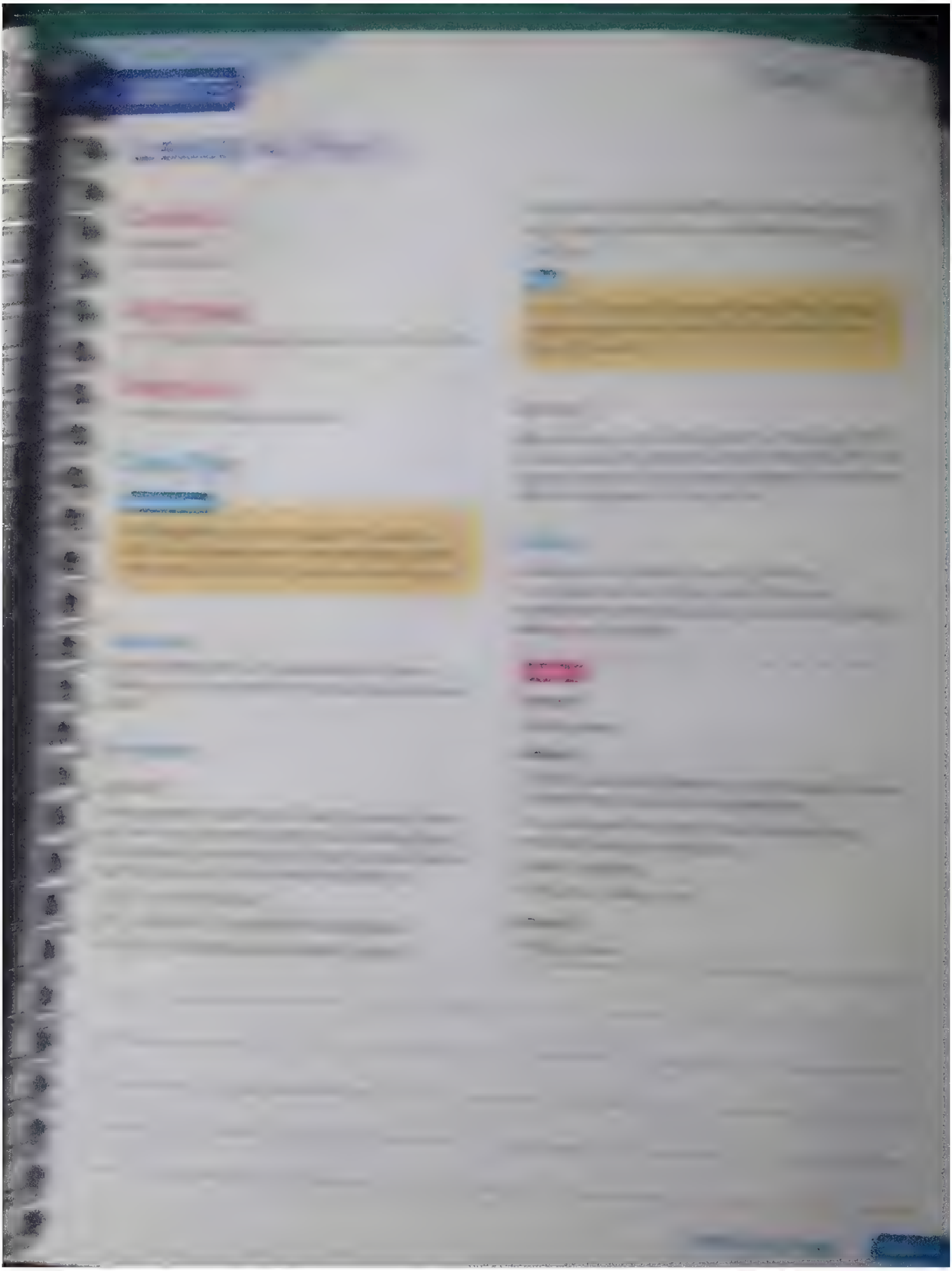
Answers

Activity 1 – Preparation

Personal answers

Activities 2 and 3 – Interaction

Personal answers



UNIT 5

Lesson 4 | Part 2

Contents

» Hashtags
» Posts

Objectives

» Write a post with a hashtag

Materials

» Student Handbook page 61

Class Plan

Preparation

Bring sticker papers large enough for students to write a social media post or alternatively bring A4 paper sheets, chart and some reusable adhesive.

Beginning

Elicit the hashtags students created in the previous class for the group

Developing

Activity 4

Elicit some characteristics of hashtags: they are written without any punctuation or spaces; you shouldn't overuse hashtags (one or two per post is more effective); they should be short and easy to remember.

Activity 6

In pairs, have students write their posts using the hashtag and check it for grammar and spelling.

Additional Support

After students have individually answered the questions, ask them to make a list of positive and negative aspects of the internet that they feel were missing from this unit.

Ending

Form groups of four and ask students to share what they found most interesting in this unit and what they would add to it.

Answers

SEL: The Internet

Possible answers

Positive: It may promote internet activism

Negative: People may spend too much time on social media and lose interest in other things / Our digital footprint is available to anyone

Activity 4

Personal answers

Activity 5

Personal answers

Activity 6

Personal answers.

Activity 7

Personal answers.

The Digital Life

Contents

- Future with **will**
- Technology

Objectives

- Review and expand the language content from unit 5
- Practice using the future with **will**
- Talk about technology-related issues (e.g., digital footprint, internet safety, private information, security, etc.)

Materials

- Student Handbook, pages 258-259
- Markers or colored pencils

Class Plan

Beginning

Ask students what they know about word clouds. If necessary, explain that a **word cloud** is a visual representation of a collection of words that appear in one or more texts (written or orally). The bigger and the bolder a word is in the word cloud, the more often it appears in the text. Tell students that by observing a word cloud, we can guess the main topics of a text, for example.

Ask students to give some examples of word clouds they can remember. If time allows, you can ask some them to draw one or two-word clouds on the board.

Developing

Activity 1 – Preparation

Ask students to look at the word clouds and to identify the main topics in each one (which is probably the main topics of texts they were based on). Ask them if they know what **digital footprint** and **internet safety** are. If necessary, explain that **digital footprint** is the traceable information we left behind in cyberspace (e.g., when we access a website, post on a social media, etc.). **Internet safety** is set of actions or behaviors we can have to minimize risks online. Invite them to pay attention to the words in both clouds and take notes of their thoughts.

If necessary, you can read the following definition for students.
*"Your **digital footprint** is all the stuff you leave behind as you use the Internet. Comments on social media, Skype calls, app use, and email records are all part of your online history and can potentially be seen by other people or tracked in a database."*

Internet Society. "Your Digital Footprint Matters." March 16, 2020, https://www.internetsociety.org/blog/2020/03/your-digital-footprint-matters/

Activity 2 – Interaction

Organize students into trios and tell them that they are going to talk about the topics they have selected in activity 1. While they talk, tell them to take notes on their conversation by writing some key words. Walk around the classroom to monitor and help students as needed.

Activity 3 – Interaction

Ask students to compare their notes and identify the most repeated words. They should create a new word cloud based on their conversation. After they finish, invite them to present their word cloud to the group.

Ending

After students present their word clouds, talk to them about the importance of being safe online. Ask students to give some tips on internet safety and list them on the board.

You can find some useful online safety tips in the following webpages.

- Elana Pearl Ben-Joseph, "Online Safety," Teens Health. http://ftd.li/8jmoam;
- Raising Children, "Internet Safety: Teenagers" http://ftd.li/zyc3dz.

Answers

Activity 1 – Preparation

Personal answers.

Activities 2 and 3 – Interaction

Personal answers.

CLASS

STANDFOR PROJECT

National Library | Part 5

Content

» Debates
» Debate

Objectives

» Debate about libraries functions nowadays

Materials

» StandFor Project *National Library* portfolio
» Students' findings and arguments

Class Plan

Beginning

Give students around 10 minutes to ask any questions regarding their argumentation for the debate pronunciation of some words, for example). If they do not need this time, negotiate with them whether they would like this time to rehearse or start debates

Developing

Have students work in stations and have simultaneous debates taking place at the same time

Split the pros and cons groups into trios. Assign trios numbers and put pros and cons together. For example, pros group 1 debates with cons group 1 and so on

When the groups are done, explain to them they will debate again, but with a different group. Organize the way you will do so to avoid confusion

Make sure students have the opportunity to improve their argumentation each time they take part in a new debate, and also maximize students' speaking time

Monitor all the groups' presentations so as to provide them with appropriate feedback.

Ending

Ask students to go back to their places and discuss their experience with their group members: how well they did, how they felt, etc.

When giving feedback, ask students to report their experience to the group and say whether repeating their presentation helped them feel more confident supporting their reasons. Tell them your impressions and do not forget to recognize and praise good performances.

UNIT 5 • How Does Technology Affect Art?

Contents

» Art and technology
» Tools to produce traditional works of art

Objectives

» Brainstorm possible relations between art and technology
» Read an extract of an article about art and technology
» Propose the creation of a work of art that uses different kinds of technology

Materials

» Student Handbook, pages 193-196

Class Plan

Beginning

Activity 1

Tell students they are going to brainstorm some ideas about art and technology. Write the question "How does technology affect art?" on the board and explain that their ideas should help them answer this question. Also, explain that a Venn diagram is used to list ideas about two different things, identifying their commonalities and differences. Instruct them to use the middle part, where the two circles converge, writing a list the commonalities. Start the activity with the whole group to demonstrate it and then let them continue it in pairs. Draw a diagram on the board and invite some students to come and add their ideas. Save these notes on the board to be used in activity 4. This should set the tone of the class and start to answer the question you wrote on the board, which will guide the whole class.

Developing

Activity 2

Ask students to look at the pictures and tell them they are all work of art of different nature and form. Have them read the captions and provide them with some information about the pieces, if [illegible] activity and allow them to do th[illegible] Then they can share answers in [illegible] not limit their answers to the s[illegible] because they will not be used to refer[illegible] This activity aims to deconstruct the [illegible] only paintings and sculptures, which are [illegible] in well-established museums, for exam[illegible] understand that technology is not on[illegible] latest trend. Watercolor paint, for exam[illegible] of technology, and at some point in [illegible] innovation. Elicit ideas from the whole group and add them on the board.

Activity 3

Ask students to look at the tools selected and ta[illegible] about what they may be used for. Make sure the meaning of these words is clear to them, and that they can pronounce them. Practice pronunciation, if necessary. Show them that **ch** is normally pronounced as /ʧ/ as in **chisel** (/ˈʧɪzəl/) and **charcoal** (/ˈʧɑ rkoʊl/). However, the same digraph in the foreign word **gouache** is pronounced differently /gwɑːʃ/. On the other hand, the **t** in **spatula** is pronounced /ʧ/ = /ˈspæʧ.ə.lə/. Let students work in pairs and then check answers with the whole group.

Activity 4

Address students back to the Venn diagram on the board and ask them to read the short extract and check if any of their ideas appear in the text. Have them first read individually before they compare answers in pairs. Elicit their findings and check the [illegible]tems from the Venn diagram on the board.

Activity 5

The objective of this reading task is to focus on some specific information. Ask students to read the questions and give them some time to answer them individually. When they are done, have them check answers in pairs. Collect feedback and write the answers on the board. Encourage students' participation.

Activity 6

Ask students to use their creativity to think of possible artworks that could be designed with different technologies. They do not have to create any work of

[illegible] to give ideas on how to make them using different techniques. A starting point would be to look at and choose some already known traditional artworks and propose interventions by using different technologies.

Show students the section of the following webpage entitled 'Trends and Creatives Whose Work Would Not Be Possible Without Technology'. It features a series of different artworks that rely on more current technologies. There are some pictures and videos of the works of art. Let students talk about the difference in technology used here and in more traditional works of art we see in museums.
- Widewalls, "The Serious Relationship of Art and Technology" https://ftd.li/w8qhm5

Ending

To wrap up the class, have students go back to the discussion they started at the beginning with the Venn diagram. Use the initial question on the board and encourage them to review their answers to conclude the discussion.

Activity 1

Personal answer. It's possible that students include the most common items of art and current technology art (painting, sculpture, graffiti, paint, brushes, computer, internet, cellphone, tablet etc.). They will have the opportunity to deconstruct this idea in other activities.

Activity 2

Students might say they miss a camera.

Activity3

Most of them are used for painting, such as a brush, spatula, watercolor/gouache tube and cakes, and oil/acrylic paint. Some are used for drawing, such as [illegible] and charcoal. [illegible] used for sculpture and [illegible] kinds of woodwork.

Activity 4

Personal answers.

Activity 5

a) Creatives

b) Materials, people, culture, historics, religion, and the gained knowledge

c) Leonardo da Vinci and Walt Disney

d) The microscope, the telescope, the color theory, the photography, the moving pictures, and the computer.

e) The computer.

Activity 6

Personal answers.

STEAM

UNIT 5 • #booksnaps

Contents

- Digitally-annotated book pages
- Creation of media

Objectives

- Show the learning and thought process in visual form in a piece of media
- Post informed comments on classmates' work
- Develop digital literacy and citizenship

Materials

- Computers, tablets, or other digital devices with internet connection (if these are not allowed or available, use paper, markers, highlighters, collage materials, *emoji* stickers, and sticky notes)
- Digital pictures (or printouts, if working without computers or other digital devices) of a book cover and some pages that students are reading in school or for fun – you can ask them in advance (If this is not available, you can use the poem "Like Any Good American" by Brynn Saito (Student Handbook, page 55)

Class Plan

Beginning

Organize students into groups of three and have them discuss the following questions. Make sure they know what the **printing press** is and a little bit about the **societal changes** that it brought.

- Do you think there were negative reactions to the invention of the printing press, similar to the negative reactions and fear that some people have about technology today? Explain.
- Compare and contrast the way books and digital media influence society.
- Do you prefer reading a paper book or a digital book? Why?
- What are some things you always prefer reading on a screen?

After some discussion, ask for volunteers to share their thoughts on some of these questions.

Developing

Show students some web images found u… hashtag #booksnaps. If there are any that are … any books that you know they are currently re… their grade, show some #booksnaps that ot… have done of the same book. Explain that **#booksnaps** are a way to document your thoughts and … reading a book and share it with the world.

Tip

#booksnaps

This hashtag was created by educator Tara Martin while experimenting with educational uses for Snapchat. It has become popular with people of all ages in multiple parts of the world. Participants in this online community have taken snaps of various texts, ranging from children's picture books to science books, as well as novels and poetry. Though snaps can be found in different languages, people often include a picture of the book cover as well as the annotated page. So viewers can sometimes connect with the same book across the language barrier. #booksnaps usually tag the author of the book in the post. Some authors have been known to interact with students and even agree to meet them in online conferences.

The way you approach this activity depends on your school's resources and policies regarding technology.

- *If you have no access to computers whatsoever … provide students with a photocop… of a book page and … cover and have them draw, write, and collage their reactions to it on the paper itself. Emoji stickers would be especially helpful for this, but students can always draw the emojis they would use.*
- *If you have access to computers, tablets, or cell phones, students can use any graphics program to create their #booksnaps. Consider using something that everyone can access, such as a shared Google Slides document. Google Drawings place in a shared folder is also a great option to allow students to comment on individual snaps at the end of the activity.*
- *If students are allowed the use of phones or tablets … they can use Snapchat, Instagram stories, or any … app that allows for text, emojis, drawings, and … other media to be placed over an image. They do … not need to post these on their own accounts but … should instead save and share them in a folder where … everyone can access them.*

UNIT 6

Lesson 1

Materials

Class Plan

Activity 1

Activity 3

Activity 6

After students complete the rules, challenge them to find two more examples of indefinite pronouns in the text (someone and everybody in paragraph 2). Address students to the Tip box, drawing their attention to the use of a singular verb after indefinite pronouns and asking them to rephrase the first sentence 'Everybody hates bullying.' using **nobody** at the beginning (Nobody likes bullying)

*It might be interesting to tell students to visit the two following pages as they provide a very clear distinction between **bullying** and **cyberbullying** http://ftd.li/27j8r6 and http://ftd.li/bbm984*

*Before students engage in the discussion, elicit or explain the meaning of **be in their shoes**, which is to put yourself in someone else's place and imagine how they are feeling. Perspective-taking, empathy, and showing respect to others are essential concepts to help students develop social awareness and feel more able to take action and become an upstander rather than a bystander when it comes to bullying*

Activity 8

Audio Script • Track 28

Something	*Anybody*
Anyone	*Anything*
Nobody	*No one*
Nothing	*Everybody*
Everyone	*Everything*

[redacted]

[redacted]

reasons for their choice. [redacted]

opinions with the whole [redacted]

[redacted]

Activity 1

Personal answers

Activity 2

It's a letter. It's traditionally analog.

Activity 3

It starts with "Dear .." (or to whom it may concern, to Arthur, for example); it ends with "Sincerely, (or Faithfully,); " it is analog; it can be hand written or typed. The author can get closer to their readers by asking questions, using rhetorical questions in parenthesis ("Horrible, right?").

Activity 4

It is a meme. It is digital.

Activity 5

No, they are not. The meme has a sarcastic tone.

Activity 6

a) refer; without
b) people; things

Activity 7

a) nobody; b) nothing,
c) anyone

Activity 8

Somebody	**So**meone
Something	**Any**body
Anyone	**Any**thing
Nobody	**No** one
Nothing	**Every**body
Everyone	**Every**thing

GRAMMAR

UNIT 6 • Indefinite Pronouns

Objective

- To review and expand the grammar content of Unit 6 with the use of indefinite pronouns

Materials

- Student's book pages 226-227

Class Plan

Engage

Review the use of the indefinite pronouns with **some**, **any** and **no**. Draw three columns on the board: 'Things', 'Places', and 'People'. Have students complete the columns with the indefinite pronouns. Let them use this table on the board to refer to while working on the following activities.

Developing

Activity 1

Ask students to read and complete the sentences using the indefinite pronouns in the box. Instruct them to check if the sentence is referring to a place, a person, or a thing. The context in each sentence will also help them to find the correct pronoun.

Activity 2

Ask students to read the sentences and elicit what they need to do. Before they start working on this activity, review the use of **no** and **any** in negative sentences. Allow them some time to finish and check the activity with the whole group.

Activity 3

Instruct students to read the sentences and choose the affirmative or negative form of the verb. Then, they must write the correct answer for each item. After they have finished, have them compare their answers with a partner. Finally, check the activity with the whole group.

Activity 4

Have students read the questions. Then, they must answer them using **nothing** or **nobody**. After they are finished, ask to compare in pairs. Check the activity with the whole group.

Ending

Ask students to justify their answers in activity 4 (nothing = things, nobody = person). You can also ask them to identify which question words have helped them to answer (**what**, **who**).

Answers

Activity 1

a) something b) anywhere; c) everyone, d) anything, e) anyone f) nothing

Activity 2

a) I have nothing special to wear at the party.

b) I don't know anything about the new episode of the series.

c) I know no one in my class yet.

d) There isn't anything to eat for a snack today.

e) There is nobody waiting for me at the club.

f) He is extremely shy. He doesn't talk to anyone.

Activity 3

a) II, b) I; c) II, d) I, e) I, f) I

Activity 4

a) Nobody, b) Nobody, c) Nothing, d) Nothing, e) Nobody, f) Nothing

UNIT 6 • The Analog Life

Contents

» Technology and communication now and then

Objectives

» Review and expand the language content from unit 6
» Talk about technology and communication
» Describe technological devices from the past

Materials

» Student Handbook, pages 260-261

Class Plan

Beginning

Ask students what they know by the word "evolution." Write the word on the board and elicit the answer. Encourage them to give some examples. If necessary, explain that evolution is the gradual development of something, especially from a simple to a more complex form. Elicit examples of the evolution of a product, for example, the book. In this case, you may use the timeline presented in the following website as a reference: "The History of Books," available at http://ftd.li/vpastn.

Developing

Activity 1 – Preparation

Ask students what they know about [illegible] the past. Then have them look at [illegible] take note about what they see and what they [illegible] possibly know about these [illegible] their evolution just by observing [illegible] some time to complete the task. Tell them to keep in mind the questions while observing [illegible]

Activity 2 – Interaction

In pairs, students talk about the pictures in activity 1. Encourage them to use the questions to guide their conversation. Check if students understand what they have to do and answer any questions. Walk around the classroom, monitor, and help them as needed.

Ending

Invite pairs to present their ideas to the class and open the discussion to the whole group. Encourage students to participate, monitor, and help them as needed

Answers

Activity 1 – Preparation
Personal answers.

Activity 2 – Interaction
Personal answers

UNIT 6

Lesson 2 | Part 1

Contents

» Prejudice
» [illegible] campaign audios
» [illegible]ship

Objectives

» Listen to a campaign to check predictions and for [illegible]
» [illegible] ation between two friends to [illegible]

Materials

» Student Handbook, pages 66-67
» Audio track

Beginning

Ask students to brainstorm situations and problems that friends usually talk about. Give them 2 minutes to come up with as many ideas as possible.

Developing

Activity 2

As teenagers usually enjoy talking about their friends, you can ask some other questions as well to warm them up for the listening activity. Here are some suggestions: "Do you give each other lots of advice?", "Who do you think is more mature? Why?", "Do you sometimes worry about your friend? If so, what do you do?"

Activity 3

Ask students to read the instructions and write down what they think the campaign is about. If you find it relevant, explain to them that, according to the World Health Organization, half of all mental health conditions start by 14 years of age but most cases are undetected and untreated.

[illegible]

If [illegible] of your students [illegible] benefit from reading [illegible] mental health [illegible] [illegible]

Activity [illegible]

Ask students if they believe they are the ones who know their friends best and if the tips for approaching the [illegible] of mental health with a friend make sense to them.

Audio Script • Track 29

Audio 1

Narrator: *You never know when someone may be struggling with something or battling something. [illegible] someone just doesn't seem themselves, and they seem [illegible]*
You always have to listen to your gut feeling, and so it is so important to, even if it's awkward at first, to reach out to them and ask them how they're doing.

Ad Council. "Meredith Foster on Supporting a Friend | Friendship & Mental Health | Ad Council." YouTube. May [illegible]. Accessed May 06, 2020. https://www.youtube.com/watch?v=[illegible]. Excerpt from 0:06 to 0:3[illegible].

Audio 2

Narrator: *How to start that conversation with your friend about their mental health? First, make sure you aren't too far away. Now, ask something opened-ended like: You all good?*
Boy 1: *Are you all good?*
Narrator: *Is everything OK?*
Boy 1: *Is everything OK?*
Boy 2: *Actually, no. Thanks for asking.*

Ad Council. "Just Ask | Friendship& [illegible]" YouTube. January 17, 2018. [illegible] youtube.com/watch?[illegible] from [illegible]01 to 0:07, from [illegible] to [illegible]18, and from [illegible]

[illegible]

Elicit the meaning of **prejudice** and ask students to read the information in the box to check if their definition was correct. Ask them what they think the meaning of the quote "[illegible] judge a book by its cover" is (you should not judge someone [illegible] they appear to be), and instruct them to [illegible] different reasons why [illegible]

Activity 7

Write the names of [illegible] [illegible]

owing," "I'm shy," "be yourself," "I'm too talkative," "it's my nature," "if people don't like me for what I am," "they don't deserve to be my friends," "I always believe," "count on me."

Ask students to form small groups and guess what the conversation is about and the order they think the phrases and sentences will occur. Allow them some time to talk about this and then have them read and listen to the text.

Audio Script • Track 30

Madeline: *Hey, you look different. Has anything happened?*
Eloise: *Yeah, I've been a bit down these days. But I can't really put my finger on it.*
Madeline: *Well, I'm here. Speak your mind and we can work it out together.*
Eloise: *Thanks. You're the best. There are so many things on my mind right now. One of them is the fear of not being accepted by the class at my new school. I'm inquiete.*
Madeline: *But why wouldn't they accept you?*
Eloise: *Ah, you know, because I'm shy.*
Madeline: *But there's nothing wrong with that. I think you just have to be yourself. And if someone doesn't want to be your friend because of that it is probably for the best. Who would want a friend like that?*
Eloise: *I guess you're right.*
Madeline: *You can't change who you are because you're afraid that people might not like you. It's just like me. I'm too talkative. It's my nature. If people don't like me for what I am, then they don't deserve to be my friends.*
Eloise: *I hadn't thought of that. It makes sense.*
Madeline: *What doesn't make sense is my friend suffering. Enough of this conversation and let's have a chocolate milkshake.*
Eloise: *You do know how to make me happy. I don't know what I would do without your friendship.*
Madeline: *I'll always lend you my support!*
Eloise: *I know. And you can always count on me.*

Ending

Write the stem sentence "F… and have students complete it … share with their classmates.

Activity 1

Personal answers.

Activity 2

Personal answers

Activity 3

Possible answer:

"Seize the Awkward" is a campaign that aims at … people reach out to their friends who might be having a rough time.

Activity 4

c; a; d; b

Activity 5

Personal answers.

Activity 6

Personal answers.

Activity 7

a; d

Activity 8

Personal answers.

UNIT 6

Lesson 2 | Part 2

Contents

- Expressing support

Objectives

- [illegible]ssions to show supp[illegible]
- [illegible]reate an informal conve[illegible] support

Materials

- [illegible] Handbook, page 8

Beginning

[illegible] students tell each other about [illegible]

[illegible]

Activity 11

To [illegible]ure students use some of the expressions they have learned, ask them to first decide which ones they [illegible]

Encourage students to select vocabulary from less[illegible] and 2. When they have their list of vocabulary rea[illegible] them to leave it where they can both see and explain they are going to have a silent conversation

Using the same sheet of paper, ask students to take turns writing what they would say. When they finish, have them revise their work, rehearse, and present the conversation

Ending

Invite all the pairs to present their conversations to their classmates. At the end of each presentation, give a big round of applause to the pairs

[illegible]

Activity 9

[illegible]

Activity 10

a) work it out; b) put my finger on it; c) speak your mind

Activity 11

Personal answers

UNIT 6 • Bullying

Contents

» An audio/vlog on tips for overcoming bullying

Objectives

» Predict content of audio through discussions based on background knowledge
» Demonstrate comprehension of general information
» Listen for specific information
» Connect content of the audio to reality and give own opinion on topic

Materials

» Student Handbook, pages 242-243
» Audio track
» Sticky notes
» Kraft paper

Class Plan

Beginning

Write some words related to the topic on the board in anagram form (bullying, victim, bystander, overcome etc.). Invite students to try to unscramble the letters in small groups. As the groups finish, ask them to make a statement about bullying. Give them 3 minutes. Then ask to each group write down on the board their statements. Set up a class discussion.

Developing

Activity 1

Have students open their books to page 242. Ask them to read the instructions and do the activity in pairs. Allow them a few minutes to think about the statements and answered them. Encourage students to express their opinions. Monitor the activity and help when necessary. As they finish, ask the pairs to share their answers with the group.

Activity 2

Ask students to read the instructions and the sentences. Tell them you will play the audio once for them to just listen to it, a second time to complete the activity, and a third time to double-check their answers. Play the audio three times and then check their answers with the whole group.

Audio Script • Track 6.1

***Molly**: Hey guys, it's Molly here and a few [illegible] ago I wrote a letter to my bullies and I … I posted the video online – it's called "Dear Bullies" I'll link it down below in case you haven't seen it and for me, writing that was really empowering but it was also a time where I really reflected on my journey with bullying and the things that helped me along my journey. And I thought it might be helpful for some of you if I could share my tips that helped me overcome bullying to maybe help you or a loved one in your life that's struggling, and start that dialogue and have you guys share your own tips and your own experiences and, um, so we can all just be a community and come together and be strong, help each other through this.*

Burke, Molly. "10 AMAZING Tips for Overcoming Bullying!" YouTube. January 10, 2017. Accessed November 21, 2019. https://www.youtube.com/watch?v=sWNrzwfWKyc. Excerpt from 0:00 to 0:46.

Activity 3

Ask students to read the instructions. Go through an example and make sure everyone understands what to do. Give them a few minutes to guess the missing words. Then arrange students into small groups to compare answers to each other before you play the audio. Give them extra time to do it. Play the audio twice and then check with the whole group.

Audio Script • Track 6.2

***Molly:** And now I wanna share with you some tips that helped me and I hope can help you too.*
***1** Be you. Let that person that is living inside of you out. Stop listening to the music the cool people listen to, stop wearing the clothes you think you're supposed to be wearing and just start doing what you like. Start listening to the music that you actually love and wearing the clothes that you think are cool because when you do that's when you're gonna be happy with who you are and that's when you're gonna be able to make those real, genuine connections and genuine friendships.*
***2** Realize you're not the problem. Take the ownership off of yourself. There might be something going on in the other person's life that's causing them to act out like this. Maybe, even try to be empathetic*

3

4

5

6

7

8

9

10

Activity 4

Activity 1

Activity 2

Activity 3

Activity 4

Lesson 3 | Part 1

Contents

» YouTubers' statements about bullying
» Audio message
» First conditional

Objectives

» Listen to YouTubers' testimonials about bullying for main ideas and details
» Listen to an audio message for inference
» Discuss anti-bullying policies in Brazil
» Use the first conditional

Materials

» Student Handbook, page 68
» Audio track

Class Plan

Beginning

Form two groups and challenge students to come up with seven different ways of supporting someone who's the target of bullies. The first group to finish shouts 'stop.' If time allows and students are enjoying it, do the activity again substituting **bullies** with **cyberbullies**.

Developing

Activity 2

Language Variation

Riyadh Khalaf has an Irish accent. There are several variations of Irish accent, but, stereotypically, this accent sounds more melodic than other British accents. In this audio, if you find it relevant, you may draw students' attention to his pronunciation of the word ***about****, which sounds close to* ***a boat***

Audio Script • Track 31

Riyadh: *I had some degree of bullying pretty much the whole way through. Some of it was just the odd name here, there and shouted at me across the playground, all this stuff was a little bit more serious, where I was being humiliated in front of groups of people because of how I talked or how I dressed. So my childhood in school, I absolutely hated. I hated every minute of it. All, I wanted to do was be this age right now. I want to find out why he did what he did. I text him earlier to say that I was gonna call him, he doesn't know what it's about though. I'm actually shaking.*

Boy: *Hello?*

Riyadh: *Hi.*

Boy: *Alright Riyadh, how are you getting on?*

Riyadh: *I'm good, and you?*

Boy: *Good, yeah.*

Riyadh: *Are you able to talk?*

Boy: *Yeah, fire away.*

Riyadh: *Well, I am calling you because you may or may not know that in school, from first year up till even like midway through fourth year, I was actually really afraid of you. If I saw you in the corridor or whatever, I would like turn and go a different way just because I didn't want to walk past you a lot of the time, and it was …*

Boy: *Sorry …*

Riyadh: *I just want to put like a bit of closure on that for me.*

Boy: *Yeah, yeah. I didn't really intend for that ever to be like that all. Obviously I didn't know that you felt like that, 'cause I never intentionally like purposely try to make you feel like that. I'd never try to do anything like that at all.*

Riyadh K. "Calling My Childhood Bully." YouTube. September 28, 2015. Accessed January 16, 2020. https://www.youtube.com/watch?v=wZXY-yweYDg&t=141s. Excerpts from 0:10 to 0:28, from 0:38 to 0:46, and from 1:16 to 2:43.

Activity 3

Language Variation

Mrs. Gorjess is from Australia and it is noticeable in her speech the rising intonation in affirmative statements which make them sound almost like a question.

Audio Script • Track 32

I am so damn excited that I am making this video. I never thought I was going to make this video. Yes, so where do I start? So, yeah, I confronted my bully and she denied everything that happened. I put up a video saying that I was bullied and how I handled it and I didn't mention any names or nothing was, you know, nothing was in there.

▶

... that you had a bad experience ... through watching your video I can ... were affected' and I was like okay, ... I am shocked to be told that you have ... was the one who bullied you."

... "My CHILDHOOD BULLY || She Denied ... October 15, 2017. Accessed January ... be.com/watch?v=Hxoca3ChX4c ... 0:34 to 1:47, from 2:05 to 2:11, and from 2:21 to 2:35.

Activity 4

Email

... together, have students come up with ... policy within their group to ... other. They may design a poster with the ... everyone's signature.

Answers

Activity 1

Personal answers

Activity 2

a) He was bullied for the way he talked and dressed

b) No, he did not. He was bullied and humiliated

c) Riyadh wanted to know why he did what he did

d) He was afraid of him.

Activity 3

a) She feels excited.

b) No. Mrs. Gorges expected her bully to apologize but the bully did not own up to her mistakes.

Activity 4

Personal answers

UNIT 6

Lesson 3 | Part 2

Contents

» Speech
» Bullying

Objectives

» Read a speech for main ideas, specific details, and to infer meaning from context

Materials

» Student Handbook, page 69

Class Plan

Beginning

Explain to students that you will write some sentences on the board and, in pairs, they should take turns repeating them with as many different intonations as possible. To model the activity, write "thank you" and ask a volunteer to say it in two different ways:

› feeling really happy;

› showing disappointment.

Then write the following sentences and invite students to do the same, considering as many different situations as possible: "you're welcome;" "see you later;" "really?;" "I'm sorry."

Developing

Activity 5

Audio Script • Track 33

Hi, this is Tammy Brown, straight from Buckingham Palace. The prime minister of the United Kingdom has declared that any kind of bullying will be treated very seriously from now on. He decided that students of all ages who have bully their school mates are in deep waters. That's all we have for now. Please shar- this message.

Activity 6

Write on the board "Being able to tell accurate real news from fake news is an essential skill nowadays." Ask students to discuss in pairs if they agree with this statement and why. After a few minutes, ask some volunteers to share their opinion. Next, ask students to think of different ways of checking online information and ask if they know any reliable sites to help them confirm the veracity of news. If you find it relevant, suggest some of the following fact-checking sites: https://ftd.li/jx5z7p, http://ftd.li/dc5ppd, https://ftd.li/676zuj.

Activity 7

Write the sentence "If I see something wrong, I will get in touch with authorities." and ask students the following questions:

› Did the person see something wrong? (No.);

› Is the person going to get in touch with authorities anyway or is there a condition? (There is a condition: seeing something wrong.)

Then ask students to complete the rules.

Language Variation

*The British idiom **don't make a storm in a teacup** means "don t overreact to something that's not so important." In American English, it is more common to say **don't make a tempest in a teapot**. Another expression that has different forms in British and American English is **touch wood** (BrE) and **knock on wood** (AmE).*

Ending

Ask students to start thinking about a speech they will have to prepare for next class. Explain to them they will have a whole class to plan, write, and present. You may even show them the three possible topics (a, b, and c) from activity 6, Writ ng

Activity 5

Activity 6

Check the date, the source, the author, their intention, and try to look for other sources that say the same thing to back it up

Activity 7

Activity 8

a) trains, go, to, cont, will be

see, will be

UNIT 6

Lesson 4

Contents

» Speech about bullying

Objectives

» Write and deliver a speech

Materials

» Student Handbook, pages 70-71

Class Plan

Beginning

Give students a few tips on how to present a speech and talk through each one. Here are a few tips. Include others if you wish.

› Choose a topic of your interest.

› Organize your talk; include an introduction, a body (main message), and a conclusion.

› If possible include a personal story.

› Stand in a comfortable position and take a few deep breaths before you start.

› Speak loud enough so everyone can hear and at a normal pace.

› Avoid reading from your notes and look at two or three classmates you feel comfortable with.

› Take a few breaths if you lose your place or blank out.

› Control your time by having a watch.

Developing

Activity 6

After students have chosen the main topic, read the questions below, pausing after each one, and instruct them to consider them carefully:

› Who is going to be your audience?

› Why is your speech relevant to these people?

› What arguments can you use to support the main idea of your speech?

› How are you going to finish your

› When you read your speech, persuasive?

Activity 8

Before students deliver their speeches at a ask them to present their work in class.

Ending

Ask students to share what they learned topic of their speech. Finally, have them being more aware of bullying and cyberbullying encourage a better learning atmosphere at

Answers

Activity 1

Possible answer:

c) My bad; I regret doing that; I shouldn't have done that, please, forgive me; it's my fault.

Activity 2

a

Activity 3

b

Activity 4

a) T

b) F – The writer suggests to students look in the mirror every morning and say "Thank you, I support you, I love you."

c) F – The words of a bully are as lethal as any physical force.

d) T

Activity 5

1) c; 2) a; 3) b

Activity 6

Personal answers.

Activity 7

Personal answers.

Activity 8

Personal answers

SPEAKING

UNIT 6 • Video-Sharing

Contents

» Social media

Objectives

» Review and expand the language content from unit 6
» Talk about social media and its use
» Ask and answer questions about social media

Materials

» Student Handbook, pages 262-263

Class Plan

Beginning

Write the word **social media** on the board and ask students what they know about it. Have them share their experiences and thoughts about this topic, and give some examples. If necessary, list some key words that arise from the discussion on the board. If necessary, share with them the following definition.

Definition of **social media**:

Forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos)

Merriam-Webster, s.v., "social media", accessed March 30, 2020, https://www.merriam-webster.com/dictionary/social%20media.

Developing

Activity 1 – Preparation

Ask students what **YouTube** is and write some of their ideas on the board (it's a social media website for video-sharing). Ask them to read the topics and think about them. Explain they are going to discuss them in activity 2

Activity 2 – Interaction

Ask students to choose eight questions from the list to discuss with a classmate. Explain to them that before start asking questions to their classmate, they may think of their own answers about those topics. Allow them only a few minutes to do so. Organize students into pairs and have them do the activity. Encourage them to provide details and further information. Walk around the classroom, monitor, and help them as needed. Set a time limit for the discussion.

Activity 3 – Interaction

Once students are done, ask them to change pairs and then discuss the remaining eight questions (not chosen) with another classmate.

Extra Activity

Encourage students to ask the same questions to some of their family members from different generations. Have them share the results in the following lesson. Ask them "Are the answers the same in each generation? If not, why?"

Ending

Choose some of the questions to discuss with the whole group. Encourage students' participation. Ask them to provide details and justify their opinions.

Answers

Activity 1 – Preparation

Personal answers.

Activities 2 and 3 – Interaction

Personal answers.

Activity 7

Divide this activity into three parts. First, ask students to, individually, think of a piece of research they have to carry out as part of a school assignment. Tell them to find some websites to be used as possible sources. Ideally, they should find around five websites and also write the subject of the research. They can do it in a separate sheet of paper.

Second, organize students into pairs and have them exchange their lists. Individually, they need to check the websites and analyze their credibility based on the tips listed before. Ask them to justify their analyzes with examples. Walk around the classroom, monitor, and help them as needed.

Third, get students back together with their classmates to provide feedback on the sources they found. Invite some volunteers to share with the whole group what they found out.

Extra Activity

Ask students to compile a list of useful and credible websites that can be used for research they usually do for school. These websites might be categorized according to the subject, for example. Have them create a document to be shared with everyone. This document can be stored in a cloud storage service (e.g., Google Drive, Dropbox, etc.) or shared via e-mail.

Ending

Talk to students about the importance of using reliable sources and how it can impact their studies and their lives, even if the information shared is not used for schoolwork.

Go Further

Annenberg Classroom, "The Credibility Challenge": https://ftd.li/ebdqsf.

Georgetown University Library, "Evaluating Internet Resources": https://ftd.li/4s4mwy.

Kathryn Yorkston, "How to Find Trustworthy Information on the Internet": http://ftd.li/o5fkew.

Tony Rogers, "8 Ways to Determine Website Reliability": https://ftd.li/3k672v

Answers

Activity 1

Personal answer. Possible answers: "fake news," "false information shared on social media," etc.

Activities 2, 3 and 4

Personal answers.

Activity 5

a) credible, trustworthy, reliable; b) source; c) sponsored; d) updated; e) dubious; f) search engine; g) web address

Activities 6 and 7

Personal answers.

Ending

[illegible] groups are [illegible] students if they had any [illegible] the table tennis ball and how [illegible] the game. For example, maybe they [illegible] certain place, but it did not [illegible] something about the weight or [illegible] groups [illegible]

[illegible] game with another group [illegible] game and how [illegible]

them time to [illegible] asking students to share [illegible] games and also anything interesting [illegible] about their classmates.

[illegible]

SOCIAL - EMOTIONAL LEARNING

UNIT 6 • Talking about Prejudice

Contents

- Socio-emotional learning
- Self-management
- Relationship skills

Objectives

- Exercise the ability to set and work toward an academic goal
- Communicate clearly
- Develop cooperation and teamwork skills

Materials

- Student Handbook, pages 277-279
- "Talking About Prejudice" video
- Slips of paper (one per student, optional)
- A box, jar, or an empty pencil case (optional)
- Video: "Always # Like a Girl," Always, available at https://ftd.li/fob3na

Class Plan

Beginning

Organize the class into groups of five or six students. Write "ALL OF US are / can / like / will / etc." on the board. Give them 2 minutes to come up with five or more things they have in common. Erase the part "all of us" and write "some of us" instead. Allow them two more minutes, erase "some of us" and write "only one of us." Give students 2 more minutes and then ask some volunteers to share the similarities and differences they found out by doing this activity.

Developing

Before watching the video

Activity 1

Organize students into pairs and ask them to read the sign and the questions. Walk around the classroom as they answer the questions and encourage them to use English all the time. When they finish, ask them to change pairs and share their answers.

While watching the video

Activity 2

Video – Part 1 (0:00-1:23)

Explain to students you are going to show part 1 of a new video by Amber and Nicholas. Ask them what they think this episode is about (prejudice) and instruct them to pay attention to what Amber and Nicholas say about it. Play it once and ask students to share with a classmate what they understood.

Activity 3

Ask students to read the questions and think about them. Allow them some time and play part 1 again. Have students answer the questions and invite some volunteers to share their answers. Accept their answers and, if necessary, complement what they say with the information given in the video.

Elicit the two main topics Amber said they were going to talk about in the continuation of their video (how to avoid having a prejudiced attitude and how to act if you are a victim of prejudice). Carry out a whole group discussion about their perceptions of prejudice in their surroundings.

Extra Activity

Give out slips of paper to all students and ask them to write **yes** *or* **no** *to the following two questions:*

Have you ever suffered some kind of prejudice?

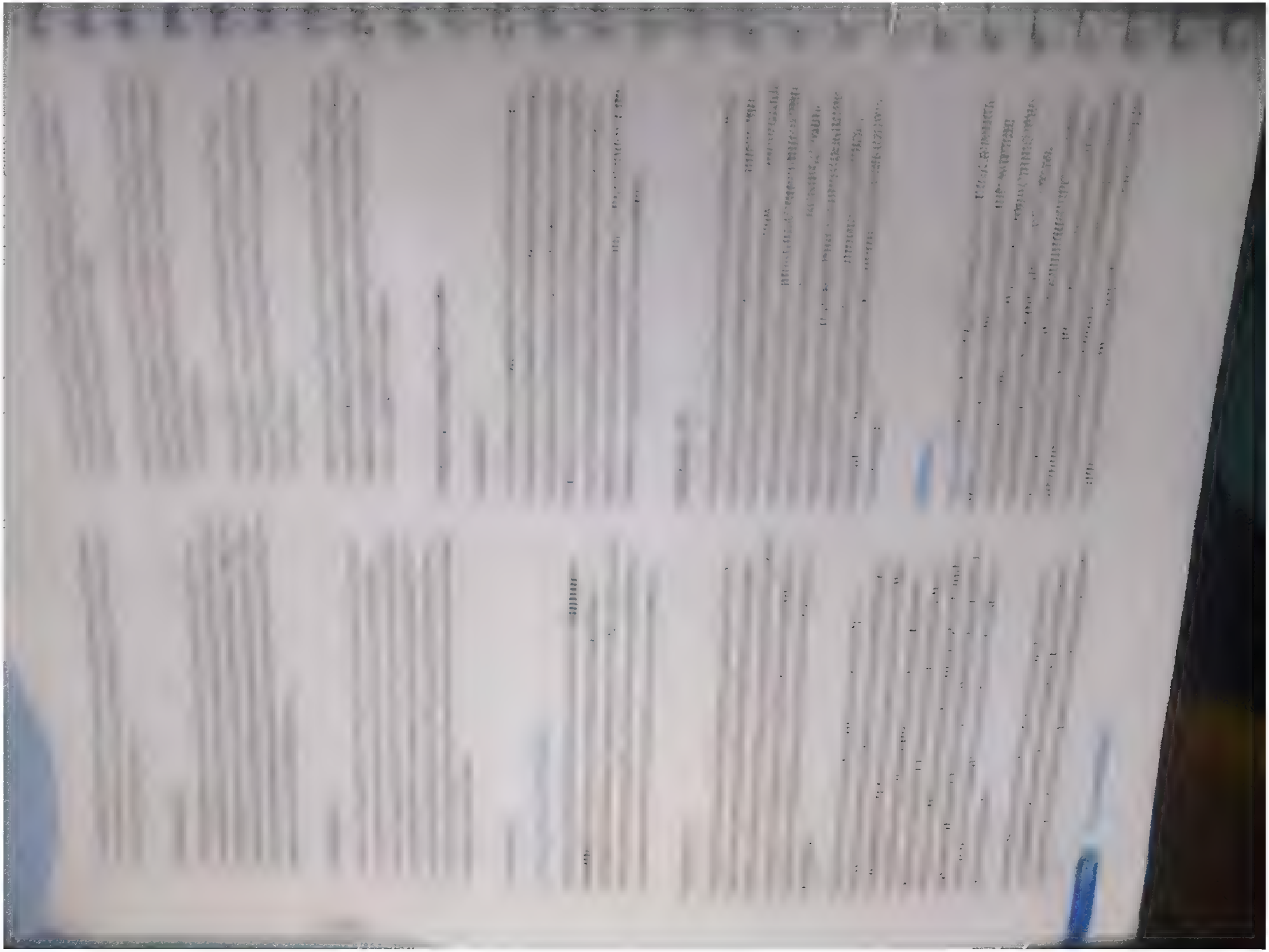
Have you ever seen someone suffer some kind of prejudice?

Instruct them to number their answers. As they finish, ask them to put their slips of paper inside a container (a box, jar, or pencil case).
Ask them if they think there will be more **yes** *in question 1 or 2 and encourage them to justify their opinions. Count the positive and negative answers so students can check their predictions. Ask them if they are surprised by the answers and why.*

Activity 4

Video – Part 2 (1:24-2:54)

Explain to students you are going to play part 2 of the video. Say that one of them, Amber or Nicholas



ASSESSMENT

Units 5-6

Contents

» Content from units 5-6

Objectives

» Assess what students have learned in units 5-6

Materials

» Test available at Idnica
» Extra activities (optional)
» Readers (optional)

Class Plan

Preparation

A few weeks before the due date, take the test in one sitting and write down the time you spent. Multiply it by around 5 to 8 times and this is the time students will need to complete their tests.

Make sure students can do the activities independently as they must remain in silence in order to not disturb other students who are still answering the test.

› *Consider students' characteristics and knowledge Make changes in the test to guarantee that it fits the time slot you have and it reflects what happened in the classroom*

Check if you will need sound equipment and make the necessary arrangements.

Prepare extra activity worksheets and get some readers from the library to give to students who finish the test before others if there is not a waiting room or supervised area they can go to

Beginning

Arrange students' desks in a way that they are not too close to see each other's answers.

Developing

Tests are typical examples of summative assessments. They are formal, usually administered at the end of a course or unit, only in few times in a year because they aim to measure students' learning over a period of time. However, they are only one among many other forms of assessments you may use to collect data about students' academic knowledge and English proficien level. In addition to summative assessments, you , use formative ones. These are informal and ongoing evaluation tasks and activities to monitor progress t a specific objective. Whether using summative, fo . or both types of assessments, use the results to know more about students' strengths and weaknesses so you can adapt lesson plans, personalize instruction, and choose learning materials to better meet their needs.

Go Further

For formative assessment ideas, visit https://ftd.li/ut8gpg and https://ftd.li/nbbfso

› *Read about the difference of summative and formative assessments at https://ftd.li/pogkj6 and https://ftd.li/rvaei5.*

Classroom Management

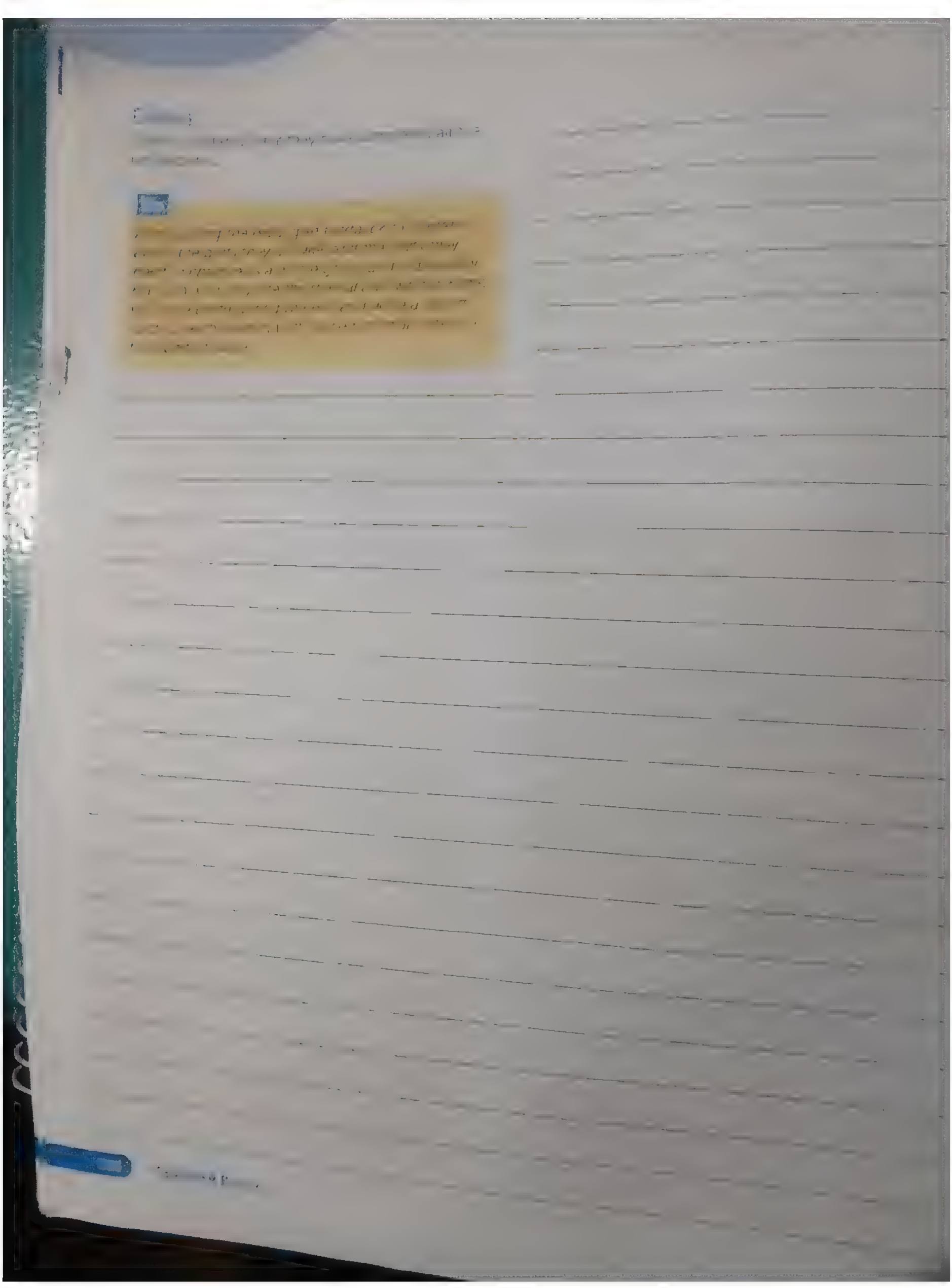
› *Answer questions students may have about the instructions.*

› *If students do not know the answer to a question, advise them not to leave it blank. Teach them some strategies, such as to eliminate answers they know are not correct; to pay attention if two alternatives are similar; to look for cues from other questions or from the picture they are looking at. Some suggestions: "Do you understand what you have to do here?", "Which alternatives you know are wrong, so you can eliminate?", "What is the most probable answer?", "[Look at the picture/Read the text] again with more attention. The answer is there."*

› *Sometimes students only need reassurance, so they ask questions to know if they are correct. In this case, motivate and boost their self-confidence by saying they are capable of answering the questions on their own If you tell them their answer is right or wrong, students will repeatedly ask for more.*

› *During the tests, be alert and monitor students by walking around the classroom to make sure students do not cheat or distract other students.*

› *If some students finish the test before the others and there is not waiting room or supervised area they can go to, tell them to remain silent while other students finish their tests. You may offer them a book to read or a worksheet they can draw, color, or answer without your assistance.*



EXAM PRACTICE

Unit 5

Reading and Writing Listening and Speaking

Reading and Writing

Listening

Speaking

Beginning

A few days before

In the previous class

EXAM PRACTICE

Unit 6

Contents

» Content from unit 6

Objectives

» Assess what students have learned in unit 6
» Get students familiar with international exam formats

Materials

» Copies of the exam available at Iônica
» Audio track available at Iônica

Class Plan

A few days before:

› *download the exam from Iônica and have copies made,*

› *read the Exam Guidelines available at Iônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.*

In the previous class:

› *explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;*

› *discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.*

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

Explain to students the test is divided into three parts **Reading and Writing**, **Listening**, and **Speaking**. Hand the test out. Tell them to only open the question papers when you tell them to do so.

Developing

Tell students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing

For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

GAME

Matching Cards

Contents

» First conditional
» Action verbs

Objectives

» Consolidate the use of first conditional
» Practice using action verbs and recently seen language

Materials

» Two sets of cards – one set with an if clause written on it, and another set with pictures that represent action verbs to be used as result clauses, (one if clause card or picture per student)
» Lively song (optional)

Class Plan

Beginning

Review the first conditional with students. Write a first conditional sentence, explaining that there are two parts. Ask them which parts are these. Elicit that the first part is an **if-clause** (expresses a condition), and the second part is the **result-clause** (expresses the result if that condition is met). Elicit the structure: if + present simple, **will** + infinitive.

After the quick review, explain to students they are going to play a game in which they will have to make conditional sentences by matching pairs of the picture and written cards together.

[illegible]

Make some space in the classroom. Give each student a card (an if-clause card or a picture). Play some lively song if available or set up a time limit. Ask students to walk around the classroom. Pause the song or say "Stop." Students should look for another half (an if-clause card or a picture) that is near them. Then they come up with a first conditional sentence and check if it makes sense. They can come up with some funny sentences that are grammatically correct, but don't make much sense (e.g., "If it rains, I'll go to the beach," "If the phone rings, I'll run."). Ask students to start walking around the classroom again and repeat the procedure. You can ask them to exchange cards and repeat as many times as you want.

Ending

Ask students to find their perfect match, that is, the picture or if-clause that makes more sense. When they are done, have pairs of students read their sentences aloud.

UNIT 7

Lesson 1

Contents

- Memes
- Distractions
- Blog
- Increase focus
- **Many** and **much**

Objectives

- Exchange ideas on how to handle distractions
- Skim and identify main ideas in memes
- Make predictions and read a blog post for main ideas
- Use **many** and **much** appropriately

Materials

- Student Handbook, pages 74-75

Class Plan

Beginning

Ask students to get together in small groups and write "Dealing with Tech" on the board. Explain they have 1 minute to come up with as many possible different ways we deal with technology and the internet. When time is up, ask them to share their ideas with another group and talk about how immersed in technology they are in their daily life.

Developing

Extra Activity

Explore students' knowledge of the genre by asking them to decide if the following statements are true or false

[T] a) We see memes mostly on TV.
[F] b) Memes usually have lots of verbal language
[T] c) Memes can use the same image with different sentences
[T] d) Memes are usually humorous
[T] e) Memes are shared very quickly

Activity 2

After students have talked about what usually distracts them, ask them to talk about the following questions in small groups

- Do you identify with the memes in activity 1?
- Do you have problems with distractions when you try to study?
- What strategies do you use to keep focused when you study and do homework?

Activity 3

Allow students some time to predict some of the content of the post and discuss the topics suggested in the activity. Next, ask them if they follow any blogs and what they are about. Elicit some characteristics of blog posts and allow some time for students to browse through some posts on blogs of their preference.

Activity 4

Ask students to read the blog post and check if their predictions were correct.

Think Tank

Encourage students to discuss the ideas in the blog post that they consider most helpful for them. Next, invite them to look critically at their own experiences and, considering the distractions they usually face, create more pieces of advice

Ending

Ask students to answer in pairs the following questions: "How much exercise is too much?" and "How many distractions are too many when you are studying?"

Answers

Activity 1

They are about things (internet is an example) that distract us from achieving a goal or doing a task.

Activity 2

Personal answers.

Activity 3

Personal answers.

Activity 4

Only meditation is not mentioned in the blog post.

Activity 5

a) T; b) T; c) F; d) T; e) F f) F

Activity 6

a) many, much; b) many c) much

Activity 7

a) Much, many, c) many, c) many, much d) many

UNIT 7 • Study Time

Contents

» Concentration and focus

Objectives

» Review and expand the language content from unit 7
» Talking about distractions and focus habits

Materials

» Student Handbook, pages 264-265

Class Plan

Presentation

Write the word 'distraction' on the board. Then ask students what distracts them in the classroom. Write some of their ideas on the board, creating a mind map.

Practice

Activity 1 – Preparation

Read the main question out loud "How do I keep myself focused and avoid distractions while studying?" Ask students to read the sentences carefully and check if they understand all of them. Next, they must choose a ✓ (yes) or an ✗ (no) for each statement.

Activity 2 – Interaction

Organize students into pairs. They should take turns interviewing each other about the items listed in activity 1. They should write their classmate's answers in the second column. Model the activity by reading the example and reviewing how to form questions. While they talk, walk around the classroom, monitor, and help them as needed. Encourage them to add other ideas and provide complete answers to each other.

Ending

Activity 3 – Interaction

Invite students to share what they have learned about their classmates. Encourage their participation.

Answers

Activity 1 – Preparation
Personal answers

Activities 2 and 3 – Interaction
Personal answers

CLIL PROJECT

Is Social Media Good for You? | Part 1

Contents

» Healthy social media habit

Objectives

» Talk about social media in peo

Materials

» Student Handbo
» U e piece of paper
» M

Class Plan

Beginning

Write "social media" on the board and invite students to come up with words they relate to it

Developing

Activity 1

Invite students to analyze the image and read the guiding question below the title ("Is Social Media Good for You?") They should take individual notes about their first opinions. Next, form small groups and allow them some time to discuss this question

Activity 2

Form other small groups and give them a large piece of paper and some markers. Set a limited amount of time for them to brainstorm and take notes of the effects of social media on people. They may use different colors for negative and positive effects. Hang the students' work on the wall and invite some volunteers to the front to explain the results of their discussion.

Ending

Have students make list of good and bad aspects of social media in people's lives using their piece of paper. Ask "Are there more items in the positive side or negative side?", "Why do you think that happens?"

UNIT 7

Lesson 2 | Part 1

Contents

» [illegible]
» [illegible]
» [illegible]

Objectives

» [illegible]
» [illegible]
» [illegible]

Materials

» Student Handbook page [illegible]
» [illegible]

Class Plan

[illegible]

[illegible] small groups, ask students to take turns to challenge one another to say verses in the lyrics of a song. Instruct them to whistle or hum them and explain that the important thing is they choose a song their classmates will know. When they finish, ask them to share the songs they used in their groups.

[illegible]

Activity 2

Audio Script • Track 34

a) [Spotify 3.00–3.08] Haunted by the notion somewhere there's a love in flames

Berlin "Take My Breath Away" Top Gun Motion Picture Soundtrack Recorded May [illegible] 1986, Los Angeles. Tom Scott and Jerry Hey, saxophones; [illegible]

b) [Spotify 1.36–1.40] But I'm not the only one

John Lennon "Imagine" Piano Player – Recorded September 3, [illegible] John Lennon / Yoko Ono at the Inspector, 1971 LP

c) [Spotify 1.23–1.26] We could fight a war for peace

Portugal. The Man "Feel It Still" Feel It Still Recorded March [illegible] 2017. John Hill, [illegible]

[illegible]

[illegible]

Activity 3

[illegible] misunderstandings [illegible] Explain that [illegible] confusion that people [illegible] cultures may have [illegible] Tell students that even [illegible] fluent may still have trouble [illegible] humorous comment. Also, [illegible] they think [illegible] English as a *lingua franca*.

> *If you want to know more about how cultural aspects may lead to misunderstandings among people when they are speaking English or another language of choice as a lingua franca, read the article at http://tfd.li/u97qcj*

Activity 4

Ask students to share the online misunderstandings that they discussed in the previous activity. Next explain that, in pairs, they will each read a different account of the same story and direct them to pages 159 and 160.

Skills Politeness and Respect

Ask students to identify signs of politeness and respect in the messages exchanged by Clara and Marcel and elicit the situation in which the two sentences, ***What do you mean by that?!?*** *and* ***Sorry, I'm not sure if I got that****, were used.*

Activity 5

Before students look at the activity, elicit different ways of checking what someone means, asking someone to explain what they mean and checking that someone has understood you.

Ending

Ask students to in pairs reflect and tell each other [illegible] talking to others and why. They must justify their reasons. If they think they are not polite enough, what will they do from now on

Activity 1

[illegible]

Activity 2

a) But I'm not the only one

b) I remember when rock was young

c) Haunted by the notion somewhere there's a love in flames

d) [illegible] for peace.

Activity 3

Personal answers.

Activity 4

[illegible]

Activity 5

[illegible]

UNIT 7

Lesson 2 | Part 2

Contents

» Relative pronouns **where**, **who**, **which**, **when**
» Clear up misunderstandings

Objectives

» Use relative pronouns appropriately

Materials

» Student Handbook page 77

Class Plan

Beginning

Explain to students that **what** is a question word. Also, explain there are other eight questions words. In pairs, tell students they have 30 seconds to make a list of the question words they know. When time is up, elicit and write them on the board.

» what, where, when, who, whom, whose, why, which, and how

Developing

Activity 7

Write the pronouns on the board. Ask students to tell a classmate what they refer to and invite them to brainstorm different words for each pronoun: different jobs and words for family members; different shops and places in town; different objects; and different times of the year, seasons, and months. Ask them to write the words down and give them to you.

Activity 8

After students have completed and checked [illegible] ask them to read the information in the Tip box and invite them to play a game. Call for two volunteers and tell them to sit with their backs to the board. Select five or six words from the ones they brainstormed in the previous activity and write them on the board. Explain that this is not a competition and that students who can see the words should describe their meaning and help the volunteers to find out what the word is. Repeat this game with new volunteers two or three more times.

Activity 9

Encourage students to use the vocabulary they have learned to ask for clarification and to expand on each situation, making an effort to have as natural a conversation as possible.

Ending

Have each student think of an object, person, or place. In groups of four, they have to explain to each other what they are thinking without saying the word itself. They should all keep their arms folded so as not to make any gestures. Each student will have one minute to get the other members from the groups to say their word.

Answers

Activity 6

a) hospital, b) baker; c) headphones; d) morning

Activity 7

a) where; b) when; c) who; d) which

Activity 8

a) which; b) where, c) who, d) when

Activity 9

Personal answers.

CLIL PROJECT

CLASS

Is Social Media Good for You? | Part 2

Contents

» Healthy social media habits

Objectives

» Promote awareness of the potential negative effects of social media on people's emotional health
» Promote awareness of how to have a healthy relationship with social media
» Talk about awareness campaign

Materials

» Student Handbook, pages 104-105
» Computer lab or devices with internet access

Class Plan

Beginning

Activity 3

Explain to students that they will do some research to understand how social media can cause negative impacts on the life of users. The following sites can also be recommended:

» https://ftd.li/adu43n

» https://ftd.li/5c9sdr

Developing

Activity 4

Invite students to read the aim of this project and make it clear that they will create an awareness campaign about the negative effects of social media. Elicit what awareness campaigns are and what they aim to do. Then ask them to research examples of campaigns on television, in magazines and newspapers, online, and as posters and billboards, for example

Have studens present the campaigns they found to their classmates. They can answers question such as:

› Who created the campaign?

› What is the objective of the campaign?

› Was it successful or not?

› What would you change in the campaign?

Ending

Have students discuss how to better research online, asking the following questions:

» What kind of sites do you look for when doing your research?

» What tips would you give to someone that is starting research?

LISTENING

UNIT 7 • Cell Phones

Contents

» Channel 4 news program about teenagers and their smartphones

Objectives

» Predict content of audio through discussions based
» of general information
» ecific information
» ntent of the audio to reality and give own
pinion on topic

Materials

» Student Handbook, page 244
» or video

Class Plan

Beginning

Draw a spidergram on the board and write "digital detox" in the central circle. Ask students to give their first thoughts when they think about **digital detox** and write the answers on the lines drawn out from the spidergram

Developing

Activity 1

Have students open their books to page 244. Ask a volunteer to read the questions and help with language if necessary. Pair students up and have them discuss the questions for a few minutes. Encourage them to express their opinions. As they finish, ask the pairs to share their answers with the group

Activity 2

Address students to the activity. Go over the instructions and the sentences. Tell students you will play the audio three times, a first one for them to listen to it, a second to complete the activity, and a third time to double-check their answers. Then check with the whole group

If possible, show the video on https://ftd.li/yupzno.

Audio Script • Track 7.1

Reporter: *A generation almost physically attached to the phone, the last thing they'll do is call you on it. Today, over three-quarters of secondary schoo have their own mobile, spending an average of nearly nineteen hours a week online.*
Jess: *My favorite device is my phone and I use it about four hours a day.*
Ella: *My favorite device is my phone and I think I use it about five hours a day.*
Bethan: *My most favorite one is my iPhone. I use my phone more than five hours a day.*
Reporter: *For today's teenagers, all life is lived online*
Jess: *My phone is very important, like, I wouldn't find anything out, I wouldn't be able to do anything*
Bethan: *It's getting in contact with people. (yeah) You don't have to actually leave your house.*
Ella: *I use my phone every day. There's no day that I'm not on my phone. At school I'll be on my phone (yeah). Like at break.*

Channel 4 News. "Can Teens Cope without Their Smartphones?" YouTube. September 22, 2015. Accessed November 22, 2019. https://www.youtube.com/watch?v=xkP5PEllQg0. Excerpt from 0:03 to 0:58

Activity 3

Have students read the instructions. Tell them you will play the audio once for them to complete the activity and a second time to double-check their answers. Then check the answers and write them on the board.

Audio Script • Track 7.2

Reporter: *With increasing concern about the effect of technology, the government has commissioned a review into smartphone use in classrooms and many schools across the country are opting to try digital detoxes. We asked our girls to do the same, going technological coldturkey for 48 hours.*

Channel 4 News. "Can Teens Cope without Their Smartphones?" YouTube. September 22, 2015. Accessed November 22, 2019. https://www.youtube.com/watch?v=xkP5PEllQg0. Excerpt from 3:00 to 3:19

Activity 4

Ask students to read the instructions and the sentences. Tell students you will play the audio once for them to complete the activity, and a second time to double-check their answers. Then check with the whole group

*Audio Script • **Track 7.3***

Reporter: *Clearly surprising themselves, they managed to survive the boredom, but were there any other unexpected benefits of the detox?*

Bethan: *During the night, if I heard my phone bleep or anything, I'd normally get up and check it, but obviously there was no beeping or anything like that so I slept the whole way through*

Jess: *I felt so much like more refreshed because I had proper sleep, no interruptions or anything*

Reporter: *So, life without a smartphone is possible, but can it be desirable?*

Jess: *I will read more and I think I will try and, like bake more cakes and things like that, but, and play a game of Monopoly because I did enjoy it*

Ella: *Now I'm hoping that after this I'll spend less time on my phone and because I know what else to do with my time*

Bethan: *I probably could go without my phone a lot more than I think I can.*

Reporter: *The good old-fashioned fun can pale against the lure of life online. What that means for young people remains seemingly impossible to work out. This technology changes quicker than it takes a teenager to Snapchat*

Channel 4 News. "Can Teens Cope without Their Smartphones?" YouTube. September 22, 2015. Accessed November 22, 2019. https://www.youtube.com/watch?v=xkPSPEIIQqC. Excerpt from 0:02 to 7:05.

Activity 5

Arrange students into small groups [illegible] to the activity. Invite a volunteer to [illegible] Allow groups enough time to discuss th[illegible] Walk around the classroom and supply [illegible] needed or help when necessary. After [illegible] it to a whole class discussion.

Ending

Set up a class discussion, posing some questio[illegible] like:

› What do you think about social media addict[illegible]

› Do you think you need a digital detox?

[illegible]

Activity 1

Personal answers

Activity 2

Activity 3

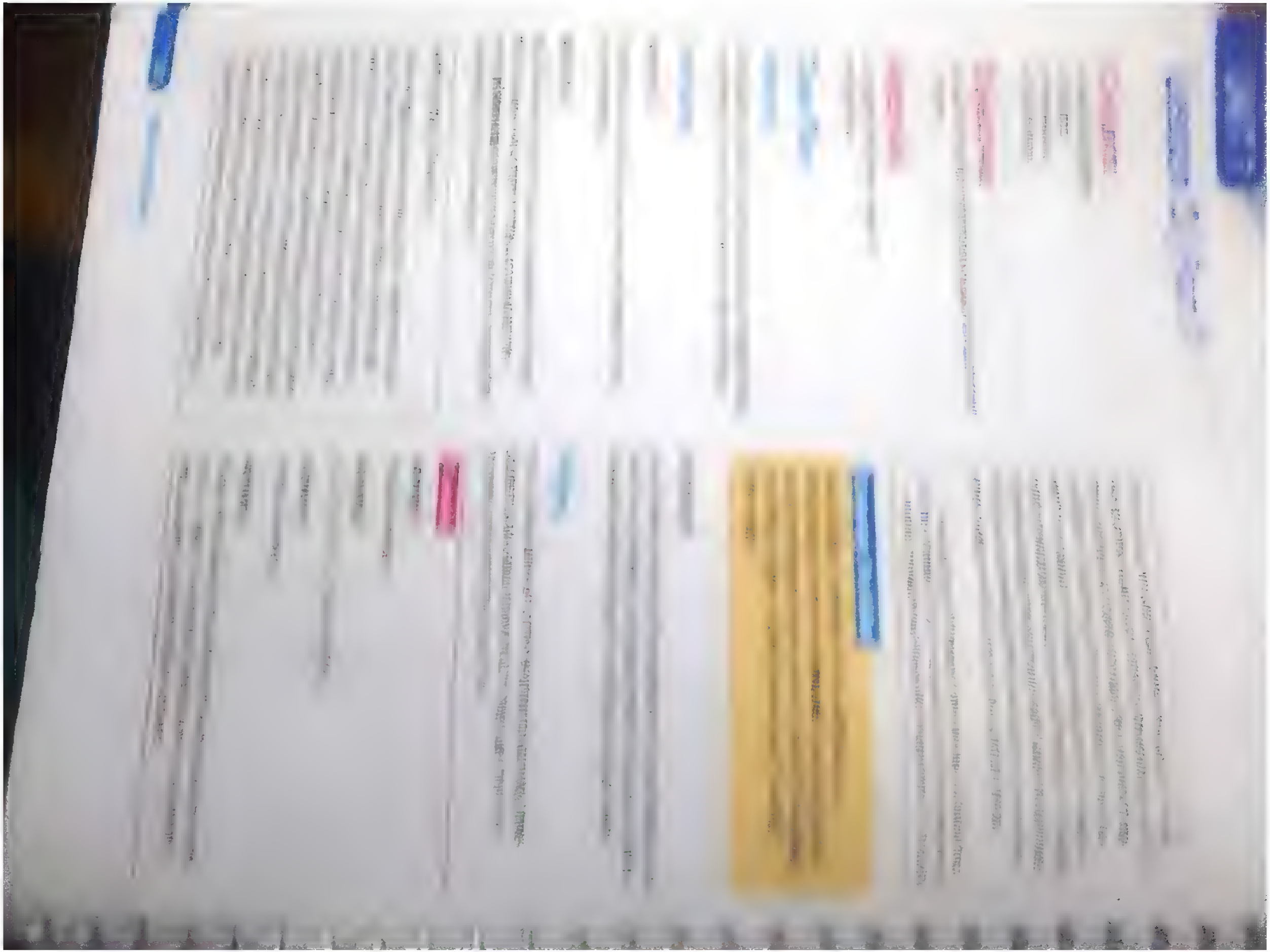
Possible answers: They are going to stay 48 hours without digital technology./They are going to try a digital detox.

Activity 4

a) F, b) F, c) T, d) F

Activity 5

Personal answers



CLIL PROJECT

Is Social Media Good for You? | Part 1

Content

[illegible]

Objectives

» [illegible] negative effects [illegible] ral health
» [illegible] o have a healthy [illegible]
» [illegible]

Material

» [illegible] t Handbook, [illegible]
» [illegible]puter lab or devices with internet access

Class Plan

[illegible]

Instruct students to bra[illegible]nds of media and formats: video, poster, made [illegible]. Point out that the aim of the campaign and [illegible] want to reach are two important elements [illegible]

The following links may be sug[illegible], provide ideas of how to organize and ste[illegible] an awareness campaign

- https://ftd.li/yhfoqi
- https://ftd.li/baj2yf;
- http://ftd.li/9nmyrd

Developing

Form small groups and explain that they will have to create an awareness campaign for people to have [illegible] al media habits. Ask them to read the [illegible] elicit or, whenever appropriate, [illegible] tem is relevant to the success of [illegible], need to consider the following [illegible]

[illegible] straightforward and easily [illegible]

[illegible]ney should define their target audience and how they will reach these people,

they should write a mission statement that will help them be consistent and prevent them from getting side-tracked

it is important to make sure that the sources used for research are reliable,

- it would be important for the whole group to vote on the same hashtag for it to be more successful. This will help them spread their message more easily;
- they could create an appealing art project that calls people's attention, encouraging them to read and join in;
- [illegible] should make an effort to advertise their campaign and gather supporters. What different ways are there to make it public and ask for support? One idea is to give people a task, such as sharing good practices, and encourage them to repost and use the hashtag. Advertising the campaign should start in their own school and they could put up posters on the wall,
- evaluating the results and changing direction if necessary is an important step.

Ending

Give students time to finish the project, helping when necessary.

UNIT 7 • Digital Habits

Contents

» Digital detox

Objectives

» Review and expand the language content from unit 7
» Talk about digital detox

Materials

» Student Handbook, pages 266-267

Class Plan

Beginning

Ask students if they know the meaning of the word **detox**. Write the word on the board and elicit the answer. Then explain that detox is the process or period of time in which someone abstains from or rids the body of toxic or unhealthy substances. It's short for **detoxification**. Ask students how we can relate the word detox to the use of technology. Invite students to share their thoughts.

Developing

Activity 1 – Preparation

Ask students to read the sentences carefully and check if they have any doubts. Have them choose the sentences that best describe their digital habits.

Activity 2 – Interaction

Organize students into pairs. Explain that they are going to take turns talking about their digital habits, by expanding the idea and giving practical examples. They should use the items they checked in activity 1 as prompts. They can ask follow-up questions if the information is not clear enough.

Activity 3 – Interaction

Ask students to look at the pictures and discuss ways of having a digital detox. Ask them to discuss whether these methods are efficient or not and why it is necessary to have a digital detox from time to time. Walk around the classroom, monitor, and help them as needed.

Ending

Invite students to talk about what they learned about their classmates' digital habits. Encourage them to mention which detox methods they think are more efficient and why.

Answers

Activity 1 – Preparation
Personal answers.

Activities 2 and 3 – Interaction
Personal answers.

UNIT 7

Lesson 3 | Part 3

Contents

» **Should**
» Pronunciation

Objectives

» Understand and practice use of **should** for recommendation, obligation, and expectation
» Identify and practice the sounds /e/, /oʊ/, and /ɴ/

Materials

» Student Handbook page 79
» Audio track

Class Plan

[illegible]

Write the tongue twister "Should she show her shins?" on the board and have students practice saying it fast.

Developing

Activity 9

After checking students' answers, ask what kind of experience they could suggest to replace the phrase "digital detox" in the sentence. If necessary, give them a few ideas such as "travelling" or "doing yoga."

Activity 10

Ask students which sentence expresses the idea of expectation ("I should have quit by now."), obligation ("They should be home by 7 p.m."), and recommendation ("You should leave your phone in a different room.").

Activity 12

Ask students to find the ideas given in activities 10 and 11 to help someone who needs to control their use of digital technology (leave the phone in a different room and turn off notifications). Encourage them to say whether they find these recommendations helpful and why.

Activity 13

Invite students to read the sentence along with the audio.

Audio Script • Track 36

Unplug your phone for one day and have a memorable experience.

Activity 14

After checking students' answers, ask them if they can mention other words with the same vowel sounds.

Audio Script • Track 37

message	*Monday*
said	*social*
somebody	*though*

Ending

Divide the board into three columns and write "Recommendation," "Obligation," and "Expectation," one on each column. Have students stand up and randomly write one sentence in one of the columns using **should** according to its use. Read all the sentences and check them with the whole group.

Answers

Activity 9

Recommendation.

Activity 10

a; b; d

Activity 11

a) R; b) E; c) O; d) E

Activity 14

/e/	/oʊ/	/ɴ/
message	social	somebody
said	though	Monday

GRAMMAR

UNIT 7 • Uses of Should: Advice and Suggestion

Contents

» Uses of **should**: advice and suggestion

Objectives

» Review and expand the grammar content from unit 7
» Practice using **should** for advice and suggestion

Materials

» Student Handbook, pages 228-230

Class Plan

Beginning

Review the use of **should** with students. Organize them into small groups (three or four students). Give each group a hypothetical situation for which you need some advice or suggestions (e.g., "I need to pass a hard exam, but I don't have much time to study;" "I want to study abroad, but I don't have money;" "I want to buy a gift for a friend but I don't know them very well" etc.). Set up a time limit and have students discuss their ideas in their groups. Open up the discussion and have them share their pieces of advice and suggestions.

Developing

Activity 1

Have students read the rubrics and the example. Elicit what they need to do and answer any questions. When they are done, ask them to compare in pairs. Check the answers as a whole group

Activity 2

Ask students to read the sentences and find the appropriate verb in the box to complete them using **should**. Ask them to check their context so that they can choose the correct verb. Check the activity asking for the participation of the whole group

Activity 3

Instruct students to read the problems listed. Then they need to read and match them with the corresponding piece of advice. Allow them some time to complete the activity before checking the answers with the whole group. Alternatively, you can have students complete the activity in pairs

Ending

Go back to the activity from the beginning of the class. Organize students into the same groups or other small groups. Ask each member of the group to come up with a situation for which they need some advice or suggestions. In the groups, they have to come up with suggestions and advice for those situations. Set a time limit, and when they are done, ask some groups to share their thoughts with their classmates

Activity 1

b)
Should I go to the mall
shouldn't
should I go
should go to the club

c)
Should I learn computer programming
shouldn't
should I learn
should learn another foreign language

d)
Should I eat French fries
shouldn't
should I eat
should eat salad

e)
Should I read a magazine
shouldn't
should I read
should read a book

f)
Should I drink soda
shouldn't
should I drink
should drink juice

Activity 2

a) should visit; b) should buy; c) should watch; d) should see; e) should sell; f) should turn

Activity 3

a) III; b) I; c) VI; d) II; e) IV; f) V

UNIT 7

Lesson 4

Contents

- Essay
- Advantages and disadvantages of the internet

Objectives

- Read and analyze characteristics of essays
- Generate and select ideas to improve an essay
- Rewrite an essay including more information

Materials

- Student Handbook, pages 80-81
- Any warm-up song for the Beginning section of the class

Class Plan

Beginning

[illegible] and ask students to mingle as they listen to [illegible]. When you stop it, they pair up with someone near them and you ask them to name the following:

- Two or three things we can do using the internet.
- Two or three problems we may have because of the internet
- Two or three recommendations on the use of the internet

Developing

Activity 2

Invite students to share their points of view and explain that, depending on their justification, some of the words may be considered a positive or negative outcome of the internet.

Activity 3

Remind students that there may be more than one correct answer and encourage them to justify their classification

Activity 4

Write "The Advantages and Disadvantages of the Internet" on the board and invite students to predict some of the ideas they believe will appear in the text they are about to read. Say that they will be reading an essay and elicit some characteristics of this genre: it is a formal text, it states an opinion, it develops the reasons or advantages and disadvantages that support that opinion, there is a logical progression of ideas which leads to the conclusion; it provides relevant facts and examples, linking words are used, and the ideas are expressed clearly

Activity 5

Clarify that there is more than one correct alternative for each question

Activity 6

Draw students' attention to the numbers in the text and ask them what they might refer to. Then invite them to read the activity instructions and allow them enough time to classify the mistakes.

[illegible]

If you find it more appropriate, do activities 6 and 7 together as a whole class activity.

Activity 11

Before students hand in the essay, encourage them to read another classmate's essay and make comments on:
a) the advantages and disadvantages they've included.
b) the new conclusion.

Ending

Read the statements below and ask students to discuss their opinions about them in small groups.

a) The internet has a more positive influence than negative.

b) A lot of misunderstandings can be easily avoided.

c) I would hate to go on a digital detox.

d) I've learned some new things about the internet from this unit.

Activity 1

Activity 2

business, communication, [illegible]ainment, games, [illegible]nation, message, network, discussion	addiction, distraction, misunderstanding

Activity 3

[illegible] answer

Activity 4

Personal answers

Activity 5

a) doing business, making new friends; studying

b) access without leaving home; access to information; access to games and websites of famous people

[illegible] time, people can steal information, people will [illegible] be cheated by [illegible]

Activity 6

[illegible]

[illegible]

c) 2, 3, 4

d) 5, 1

e) 6, 13, 14, 1[illegible]

Activity 7

1) the internet, 2) lives, 3) making, 4) friends, 5) learning about, 6) delete **to**, 7) part, 8) advantage, 9) treasure, 10) kind; 11) entertainment; 12) reason, 13) delete **the**, 14) delete **of**; 15) on; 16) delete **to**

Activity 8

Personal answers

Activity 9

a) IV; b) I; c) III; d) II

Is Social Media Good for You? | Part 4

Content

» Healthy social media habits

Objectives

» Promote awareness of the potential negative effects of social media on people's emotional health
» Promote awareness of how to have a healthy relationship with social media
» Evaluate the project and give constructive feedback

Materials

» Student Handbook, pages 104-105
» Computer lab or devices with internet access

Class Plan

Beginning

Have a whole class discussion about the objectives, similarities and differences students noticed in the different campaigns

[illegible]

Ask students what they have learned from [illegible] awareness campaigns about the negative effects of social media. In addition, discuss students' [illegible] of the project as a whole, their expectations at the beginning of the process and the difficulties they may have faced in the different stages of creating and launching of the campaign.

Ending

Encourage students to ask their peers questions about their campaigns and to give constructive feedback on their classmates' work, making comments on what they liked and what they think could be improved.

UNIT 7 • To Share or Not to Share

Contents

- Sharing information online
- Fake news

Objectives

- Talk about what is shared online
- Read and understand a text about how to identify a fake news story
- Use fact-checking tools to identify reliable information

Materials

- Student Handbook, pages 200-202
- Pieces of information usually shared one line (memes, news articles, social media posts, some real and some fake news for students to check)
- Computer, cellphones or tables with an internet connection (for students' research)

Class Plan

Beginning

Activity 1

Show students the image and elicit what kind of text (genre) it is. They probably know it (meme). Ask them what message this meme communicates and what its purpose is. They will probably bring up the word **fake news** as it is a buzzword. Elicit what this meme is about (it is a form of satire about how people trust the internet very easily).

Ask students to share with their classmates some examples of fake news they saw on social media (websites or messaging apps). Write on the board "To share or not to share" and ask students to establish a connection with this statement. Ask them if it reminds them of any other quote (Shakespeare's "To be or not to be"). Encourage their participation.

Developing

Activity 2

Organize students into pairs and have them talk about the suggested questions. If necessary, clarify that messaging platforms are, for example, Messenger, WhatsApp, Telegram. Collect feedback by having some students report back to the whole group what they talked about. Write some key ideas on the board, especially for item c and save them for activity 5. If they worked CLIL 6, you can now remind them of that class that covered a similar topic.

Activity 3

Explain to students that they need to work out the meaning of words considering especially the context. However, this activity is a bit more challenging (when compared to previous CLIL classes) as students are not given any alternatives at first (this will happen in the following activity). Therefore, ask them to analyze the context to formulate a hypothesis. Do the first item with the whole group to model the activity. Have students work in pairs to help each other. If they struggle with it, do the activity with all the students. Do not collect feedback yet, as the following activity is a sequence of this one.

Activity 4

As students are now provided with the definitions of the words from activity 3, ask them to read the definitions. They have to match the terms with the definitions. Have them complete the activity individually and then check answers in pairs. Elicit and write their answers on the board. Activities 4 and 5 serve as a way to pre-teach the vocabulary necessary for activity 7.

Activity 5

Ask students to read the list of tips and ask them to compare it with the ideas they came up with in activity 2, item c. Write on the board the ones that appear in both places. Ask them which ones they do and which they should implement more often.

Activity 6

Write "fact-checker" on the board and ask students if they know what it is. Listen to some ideas and ask them to read the extract. They can name a few fact-checking websites they know in pairs or small groups. Additionally, you can do this activity as a whole group and write some of their suggestions on

to identify the most recent pieces
n shared with them. They could be
es, instant messages, e-mails, etc. since
ght not be able to remember it, select a
nples to show to the group. Have students
t-checkers to check the piece of
indings in pairs

to identify fake news

Activity 1

Suggested answer: The
everything they see online
with. Even if
ople

Activities 2 and 3

Personal answers

Students to
them with the whole group
aware that most people – if not
everyone – has already helped spread fake or incorrect
information. However, we have to take ownership of this
and inform the people you shared it with to apologize
and explain it was not correct or true. By doing this,
should be able to reflect on the importance of checking
facts and being more attentive to the information they
choose to share. It is also important for them to understand
digital literacy may not
tify fake news, for example
uld help them understand it

Activity 4

a) news story

headline

c) news outlet:

d) confirmation bias

questionable quote

Activities 5 to 8

Personal answers

STEAM

UNIT 7 • Tesselation

Contents

» Tessellations
» Unusual combinations of ideas

Objectives

» Create a geometric pattern with no gaps
» Imagine and draw surprising combinations in unusual shapes
» Describe and guess words using relative pronouns

Materials

» Scraps of sturdy paper, cut into small squares (at least one square per student)
» Scissors (at least one per pair of students)
» Sticky tape
» A4 sheets of paper (one per student)
» Markers or colored pencils
» Pictures of tessellations (easily found online, suggestion: artist M.C Escher)

Note: Alternatively, this class can also be done in a graphics program on a computer.

Class Plan

Beginning

Elicit a group of nouns, noun phrases, and people's or characters' names and write them on the board. You can do this by asking students examples from song lyrics, TV shows, movies, etc. Alternatively, you can arrange students into groups and have them brainstorm nouns that can go with **many** and others that go with **much**.

After getting a list of at least 20 terms, write on the board "This is something which ...", "This is someone who ...", "This is a place where ...", "This is a time when ..." Demonstrate how to describe a word using a relative pronoun and have students guess the word, e.g., "This is something which makes your skin smooth." (body lotion); "This is someone who helped Luke Skywalker find his way." (Obi-Wan), and so on. Have students take turns describing words or phrases for their classmates to guess, working in groups of three to five.

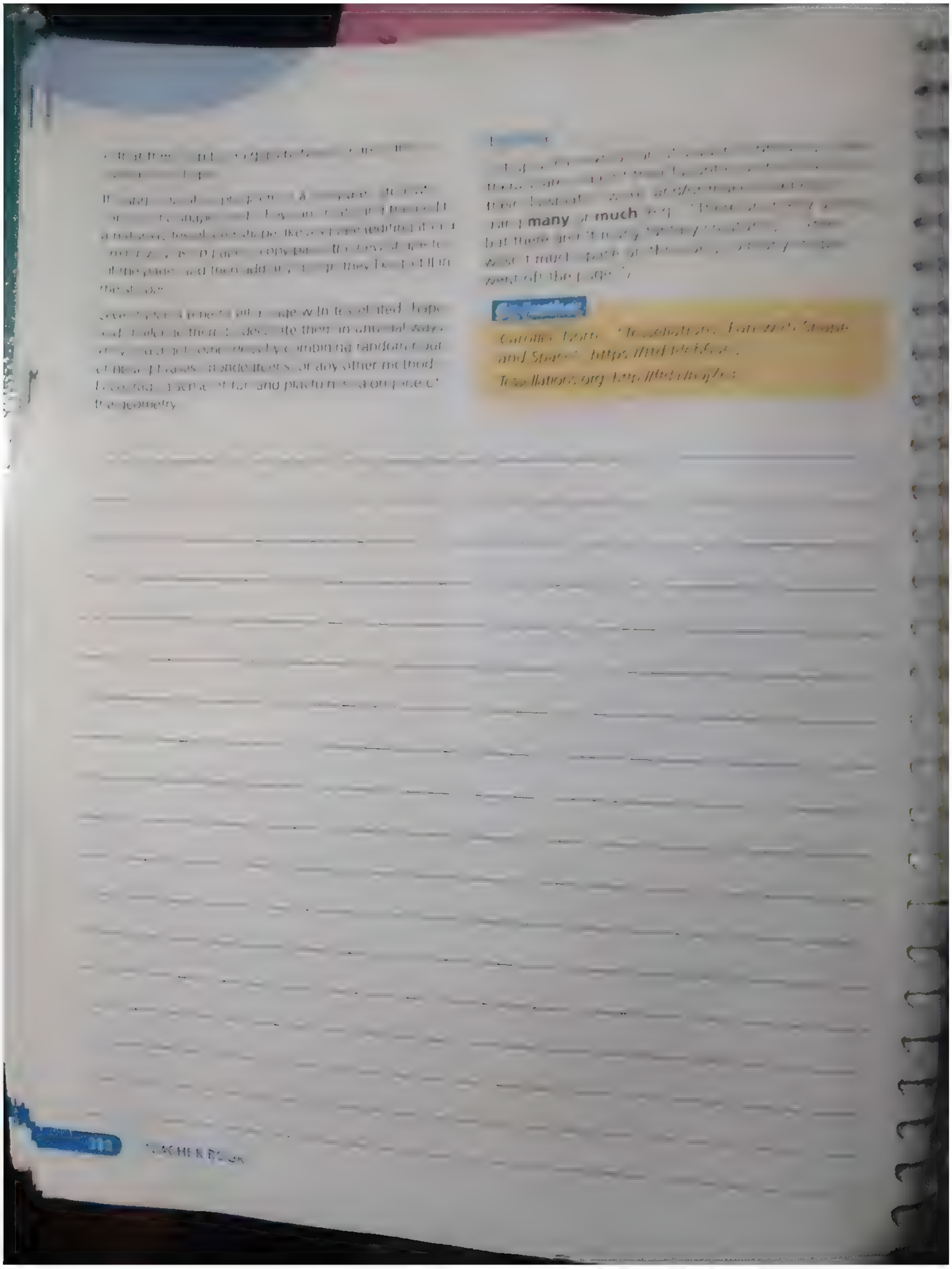
Developing

Show students some pictures of tessellations. Teach the term **tessellation** and ask students to try and define it based on what they see. **Tessellations** are shapes that fit closely together on a two-dimensional surface in such a way that leaves no gaps or overlaps. Have students notice the different shapes that are tessellated, and the way they were made into animals or other things – sometimes abstract shapes or optical illusions.

Ask students if they can think of examples they have seen of tessellations in buildings, nature, or anywhere else. For example, bathroom tiles, patterns on fabric, bricks, honeycombs, reptile or fish scales, turtle shells, the pattern on a giraffe, or the skin of a pineapple, etc. Explain that tessellated artwork has been traditional in many cultures for millennia. The word comes from tessela, *which were small geometric tiles used in ancient Roman times to make bigger designs in mosaics. The 14th Century Alhambra palace in Spain is filled with symmetrical Islamic design, including intricate tessellations that inspired the artist M.C. Escher (https://ftd.it/ga;wqy).*

Demonstrate how to make a tessellation. Take a paper square and cut a piece off of one or more of the sides at an angle. Rearrange the pieces so that the cut ends face outward, and the straight lines come together in the middle. Tape these straight edges to each other to make a shape. Ask students to share what they think it looks like, turning it in different directions and eliciting as many suggestions as possible. Return to the original list of words and suggest some odd combinations (such as Obi-Wan body lotion!). Say "Wouldn't it be interesting to put some of these ideas together?" Encourage students to stretch their imaginations and to embrace some unusual combinations in this activity.

Show how the shape you made can then be traced onto paper, multiple times, each time with the edges lining up precisely so that there are no gaps or overlaps. Tell students that they are free to decorate these shapes as they like. They can draw creatures or cartoon characters, color shapes in two or more contrasting colors, draw something different on every shape, or two or more of the same thing, repeated. The [illegible]



Activity 1

Activity 2

Activity 3

Activity 4

Activity 5

Activity 6

UNIT 8

Lesson 1 | Part 2

Contents

» Future time
» Predictions and expectations
» Plans and interrogatives

Objectives

» Use the future forms **will** and **going to** appropriately

Materials

» Student Handbook, page 85

Class Plan

Beginning

Invite students to form pairs and take turns saying words and names they relate to the future. The winner is the last one to say a new word.

Developing

Activity 7

To check how much students already know about this grammar topic, ask them to find in the text two or more sentences in the future and read them out loud

Activity 8

Ask students to do the activity in pairs. Encourage them to come up with an example related to each item

Activity 9

After students have chosen the appropriate sentence, ask them to create one more statement, which may be a prediction or a plan/arrangement.

Ending

Say sentences in the future and have students stand if they are predictions and sit down if they are expectations.

Activity 7

prediction; prediction; plan/arrangement; plan/arrangement

Activity 8

a) predictions; b) interrogative; c) plans; d) **be**

Activity 9

b

Activity 10

a) won't come; b) am going to tell; c) are not going to buy

UNIT 8 • Playing a Game

Contents

- [illegible] and maker culture
- [illegible]

Objectives

- Review and expand the language content from unit 8
- Talk about science, robotics, and maker culture

Materials

- Students Handbook, pages 268-269
- Paper clips, beans or any small objects to serve as counters (one per student)
- Dices (one per pair of students)

Class Plan

Beginning

Write three words on the board in different columns: "Science," "Robotics," and "Maker Culture." Then ask students to mention what they know about these items. List their thoughts in the corresponding column. Use this as an opportunity to review and pre-teach vocabulary.

Developing

Activity 1 – Preparation

Ask students to look at the board game and think about the language they will need for interaction and to answer the questions in the game. Explain that they are going to play the game in pairs. Give students a few minutes only to look at the board.

Provide students with some useful lang[illegible] nteractions while playing the game. For example: "Whose turn is it?", "I missed a turn."

Activity 2 – Interaction

Divide students into pairs. One of the students should use their book as the board. Give students dice and counters to be used in the game. The first student rolls the die and answer the question or prompt their counter lands. If there are two words, they should make a choice between those options and give reasons for their choice. If there is a picture, they should name the item and say their opinion about it. There also some places that give them directions to **move forward**, **go back** some spaces, or **miss a turn**.

Students should take turns rolling the die and answering what is being asked. The student who reaches the finish line first is the winner. Walk around the classroom, monitor, and help them as needed.

If time allows, ask students to switch pairs and play again.

Ending

Invite students to share their classmates' opinions about science, robotics, and maker culture. Ask them to mention similarities and differences between their answers.

[redacted]

Activity 1 – Preparation

Personal answers

Activity 2 – Interaction

Personal answers

STEAM PROJECT

The Reverse Engineering Challenge | Part 1

Context

Objectives

Materials

Class Plan

Beginning

Lesson 1

reverse engineering

reverse engineering

Collect feedback and ask students to open their books. Explain that they will have to choose an object to take apart. It has to be an old object that still works, like a remote control, a digital alarm clock, wall clock, mechanical or electric toy. Tell students that the object may not work after and encourage them from choosing an electronic device. Explain that, as they will be working in groups, they only need one object per group. Read the list of materials with students and get ready.

Ending

Have students take the last minutes of the class to choose the object they want to work with.

Lesson 2 | Part 1

Content

Objectives

Materials

Class Plan

Beginning

Developing

Activity 1

Ask students to look at the images and tell a classmate if they have ever played with toys like these when they were young

After students have answered the questions, ask them if they enjoyed playing with plastic construction toys and enjoy the idea of assembling pieces and taking them apart

Activity 2

Explain to students that they are predicting the content of the audio and explain that doing this may help them to understand the passage more easily

Audio Script • Track 38

My name is Quin and I live on the Central Coast of California

I really like to do embedded electronics, soldering, [illegible] 3D printing, and laser cutting. It's really cool seeing your project come to life. I used to do a lot of [illegible] things apart, and a computer [illegible] that you can easily take apart and [illegible] it back together. And [illegible] got an interest in that and I went to the Maker [illegible] in San Mateo in 2011 with my dad and s[illegible] first Arduino.

This is the Arduino. This is the main board, th[illegible] and this is the Make Edition for the Maker Fa[illegible] here I'm using my phone and when I text [illegible] command, like LED ON, then it goes through the internet and comes back to the Arduino. The main thing that's special about this is that you car program it to do whatever you'd like

You can attach sensors, such as light sensors, and attach it also to LEDs or motors

Everything's open-source, which means you can get everything for free online and one-by-one I wen[illegible] online and looked at tutorials and that's how I learned

Edutopia. "How the Maker M[illegible]ement Connect[illegible] Engineering and Technology." YouTube July 22, 2014 A[illegible] January 20, 2020. https://www.youtube.com/watch?[illegible] Excerpt from 0:00[illegible]

Activity 5

Ask students if they remember any vocabulary related to electronics from the audio. Next, show them the definitions in activity 5 and ask them to match these definitions with the words given

Ending

In pairs, have students tell each other which of the four devices they would like to see functioning

- 3D printing
- Laser cutting
- Embeded eletronics
- Soldering

Answers

Activity 1

These are robots. They have been assembled with plastic construction toys' pieces.

Activity 2

a) You can program it to do whatever you like.

b) By watching tutorials online.

Activity 4

Personal answers

Activity 5

a) 3D printing;

b) soldering;

c) laser cutting;

d) embedded electronics

UNIT 8

Lesson 2 | Part 2

STEAM PROJECT

The Reverse Engineering Challenge | Part 2

Contents

» Reverse engineering

Objectives

» Combine [illegible] art, and engineering skills to disassemble and reassemble a device
» Discuss possible strategies for disassembling and [illegible]g a device
» [illegible] to reassemble the device

Materials

» Student Handbook, pages 106-107
» A device to disassemble
» Pliers and screwdrivers
» Brown paper or newspaper to cover the workstation
» Paper and pencil for notes
» A ruler
» A cell phone to record the process

Class Plan

Beginning

Form small groups and tell them to organize their workstations

Developing

Hypothesis and Plan

Allow students some time to discuss the questions in this section

Elicit why the task suggests drawing a sketch of the object and/or taking images of it from different angles. If necessary, explain to students that this will help them when reassembling the object.

Test

Direct students to the instructions in this section and tell them to cover their workstation with brown paper or newspaper. Explain to them to create diagrams, by drawing and taking notes of each piece of the object. Numbering and naming them will help. It is also important to note down the relationship between the pieces in their sketch. Another important tool for reassembling the object is to write an objective manual, using the imperative. As they might need help with vocabulary, instruct them to search for words online Looking up words such as the names of parts of the object they are using will quickly lead them to the vocabulary they need.

Ending

When students finish disassembling, they should try to put the object back together, using their sketches and manual notes and following their instructions carefully.

GRAMMAR

UNIT 8 • Present Progressive for Future

Contents

» Present progressive for future

Objectives

» Review and expand the grammar content from unit 8
» Practice the use of present progressive for future plans

Materials

» Student Handbook, pages 231-232

Class Plan

Beginning

On the board, review the spelling rules for verbs ending in **-ing**. Divide students into two groups and ask them to list random verbs to challenge each other. They write the verbs in their base form, and the other group has to write their **-ing** form

Developing

Activity 1

Have students look at the wordsearch and elicit what they need to do. Have them find the verbs in **-ing** form individually. Check the activity with the whole group.

Activity 2

Ask students to use the verbs found in activity 1 to complete the sentences. Tell them to use the appropriate form of the present progressive Remind them that these verb tense can be used for two different situations and elicit (action happening in the present and future plans). Ask students to pay close attention to the context in each sentence so that they can choose the correct verb for each gap.

Activity 3

Instruct students to look at each picture and guess what are those people's plans for the future. They have to answer the questions accordingly. Their answers may vary, but they need to be coherent and intelligible. Ask volunteers to share their answers and check the activity with the whole group

Activity 4

Explain to students that they are going to write about their plans. Allow them some time to do the activity individually

Ending

Organize students into pairs. Ask them to talk about their answers in activity 4. Open up the discussion to the whole class and invite students to share their plans. Have them list the coincidences among all of them. Ask "Were any of the answers surprising to anyone?" Encourage their participation.

Answers

Activity 1

C	U	T	T	I	N	G	H	S	H	N	A
R	O	R	M	K	G	U	W	O	H	W	G
H	T	A	T	J	W	D	S	L	O	C	Z
R	A	N	C	M	H	A	R	V	S	R	I
J	K	S	R	Z	P	T	Z	I	Y	E	D
A	M	F	L	F	L	Y	I	N	G	A	M
G	C	O	R	T	I	U	L	G	F	T	Z
R	G	R	H	Z	E	M	O	S	T	I	D
B	I	M	I	O	D	T	R	E	M	N	F
H	T	I	N	V	E	N	T	I	N	G	W
G	C	N	C	F	R	S	H	B	O	X	C
C	R	G	R	F	V	F	A	C	O	R	P

Activity 2

a) are creating; b) am cutting; c) are, solving; d) Is flying; e) is inventing; f) are transforming

Activity 3

Suggested answers:

a) They will be watching a movie.

b) She will be going to the pool/beach.

c) She will be playing a game

d) He will be making/preparing a salad.

Activity 3

Personal answers

LISTENING

UNIT 8 • Artificial Intelligence

Contents

- An audio about artificial intelligence

Objectives

- Prepare to listen by reading and discussing about the topic
- Learn about artificial intelligence
- Demonstrate comprehension of general and specific information
- Reflect and comment on content of audio

Materials

- Student Handbook, pages 245-246
- Audio track or video

Class Plan

Beginning

Ask students what they know about **artificial intelligence**. Encourage them to participate and explain that it can be a scientific fact or just something from a science-fiction movie, for instance. Write their answers on the board for later.

Developing

Activity 1

Have students open their books to page 245. Ask them to read the instructions and do the activity in pairs. Allow them time to think about the questions. Encourage them to express their opinions. Monitor the activity and help when necessary. As they finish, ask the pairs to share their answers.

Activity 2

Ask one volunteer to read the instructions and options. Explain to students you are going to play the audio twice, the first one they should pay close attention to focus only on the information asked in the activity. Play the audio for the second time and check the answers with the whole group.

*Audio Script • **Track 8.1***

***Jabril**: Hey, there! I'm Jabril*

***John Green Bot**: And I am John Green Bot*

***Jabril**: And welcome to Crash Course Artificial Intelligence. Now, I want to make sure we're starting on the same page. Artificial Intelligence is everywhere. It's helping banks make loan decisions and helping doctors diagnose patients. It's on our cell phones, autocompleting texts, it's the algorithm recommending videos for you to watch after this one! AI already has a pretty huge impact on all of our lives. So people, understandably, have some polarized feelings about it. Some of us imagine that AI will change the world in positive ways. It could end car accidents because we have self-driving cars, or it could give the elderly great, personalized care. Others worry that AI will lead to constant surveillance by a Big Brother government, some say that automation will take all of our jobs, or the robots might try and kill us all. No, we're not worried about you, John Green Bot. But when we interact with AI that's currently available like Siri, "Hey, Siri, is AI going to kill us all?"*

***Siri**: I don't understand "Is AI going to kill us all."*

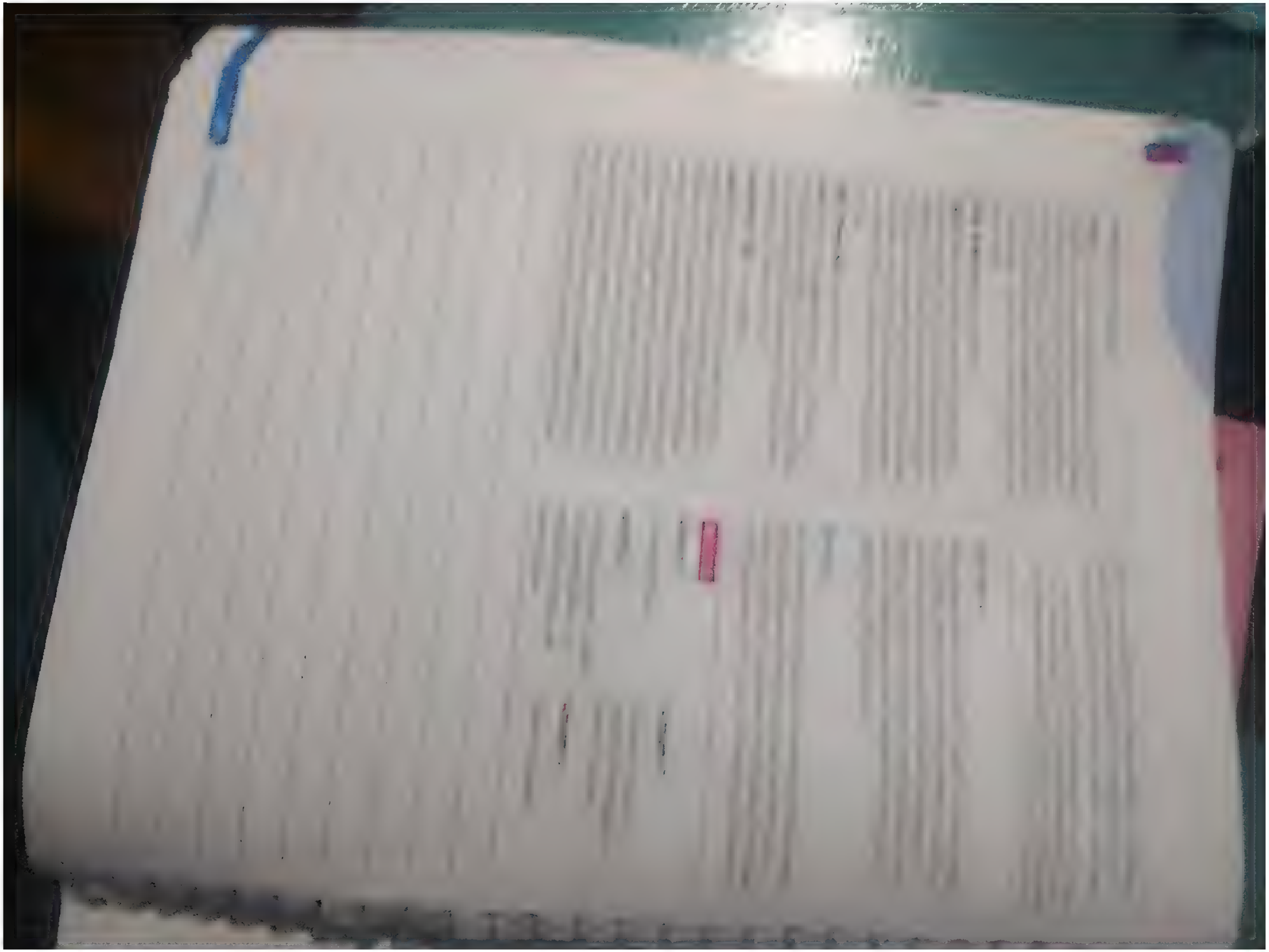
***Jabril**: It's clear that those are still distant futures. Now, to understand where artificial intelligence might be headed, and our role in the AI revolution, we have to understand how we got to where we are today.*

CrashCourse. "What Is Artificial Intelligence? Crash Course AI #1." YouTube. August 9, 2019. Accessed November 22, 2019. https://www.youtube.com/watch?v=a0_io_GDcFw. Excerpt from 0:00 to 1:14.

Activity 3

Have students read the instructions. Tell them you are going to play the audio once for them to complete the activity and a second time to check their answers.

Before checking with the whole group, ask students to compare their answers in pairs.



UNIT 8

Lesson 3 | Part 1

Contents

- Cities of the future
- Brainstorming
- Documentary

Objectives

- Listen for specific information in a news report about driverless cars

Materials

- Student Handbook, page 88
- Audio track

Class Plan

Beginning

Draw a tic-tac-toe grid on the board and in each square write one of the following: "cities," "population," "cars," "buildings," "drinking water," "food," "parks," "public transportation," and "schools." Ask students to copy the grid into their notebook and elicit the rules for this game. Explain that to put a naught or cross in a square, they should make a prediction about the future using the word in that square.

Developing

Activity 3

Before playing the audio, have students consider the topic of the audio and ask them what kind of information they think they will hear

Audio Script • Track 40

The challenges of cities are changing rapidly. As you use more of that very finite resource of clean drinking water, as you create more waste we're going have to think very differently about how to solve the problem
Our tendency is to think about solving problems the way we've always done, but there's a completely different degree of complexity that's emerged here now in the 21st century. I often think about our highway system and one of our recourses to congestion is to add another lane because if you add another lane more cars can flow. Turns out it doesn't work that way. More cars fill in that space more cars change lanes causing more congestion ultimately. That's a 20th century solution
21st century solutions think about cars differently. Do we need to own cars? Will cars drive themselves? Will we use cars on demand? That's thinking differently, that's thinking 21st century

LinkedIn Learning. "Smart Cities: Solving Urban Problems Using Technology." YouTube. July 19, 2017. Accessed January 20, 2020. https://www.youtube.com/watch?v=myRZotnPSU. Excerpt from 0:00 to 1:14.

Activity 4

Ask students if their predictions about the audio were correct and what ideas they remember from it

Activity 6

Explain to students that they will now listen to a news report about driverless cars. Next, invite them to read the true or false statements and play the audio once. If necessary, play the audio twice before checking their answers.

Audio Script • Track 41

Google has been showing off its work on driverless cars for a few years now. But up until this week those vehicles always used a human driver or two for backup. There was a steering wheel, brakes, and gas just in case the computer conked out or a person needed to take over an emergency, but all that has changed with the introduction of Google's new completely autonomous vehicles.
The prototype car doesn't have a steering wheel or pedals and passengers are buckled in to what are essentially backseats. These cars aren't street legal yet but while regulators iron out the details of when and where they can drive, Google's intent on showing that automobiles are far safer without any input from us, puny humans. Rob Medford, Google's director of safety on thedriverless car project, says that more than 90percent of automobile accidents are caused by human error. That adds up to around 33,000 people killed every year the leading cause of death for people between the ages of four and thirty-four.

The Verge. "Why Google's New Self-Driving Cars Could Be the Safest on the Road." YouTube. May 28, 2014. Accessed January 20,2020. https://www.youtube.com/watch?v=agmtLFjv1E. Excerpt

[illegible]

To enrich the proposed discussion, write some of the following topics on the board: mobility, ecology, water, waste, food, energy, livability, culture, infrastructure, and economy. Tell students to consider them when talking about how prepared their city is to become a city of the future

[illegible]

To promote a greater understanding of this topic, ask students to begin by reading and selecting relevant information for their discussion at https://ftd.li/8hnhu5.

Ending

In the same groups, ask students to tell each other which city they would like to live when they become adults and justify their choices.

Answers

Activity 1

Personal answers

Activity 2

Personal answers

Activity 3

Personal answers.

Activity 4

a) Documentary

b) To instruct, educate, or keep a historical record of a certain topic

Activity 5

The aim of the audio is to educate about innovative solutions to the challenges faced by cities in the 21st century

Activity 6

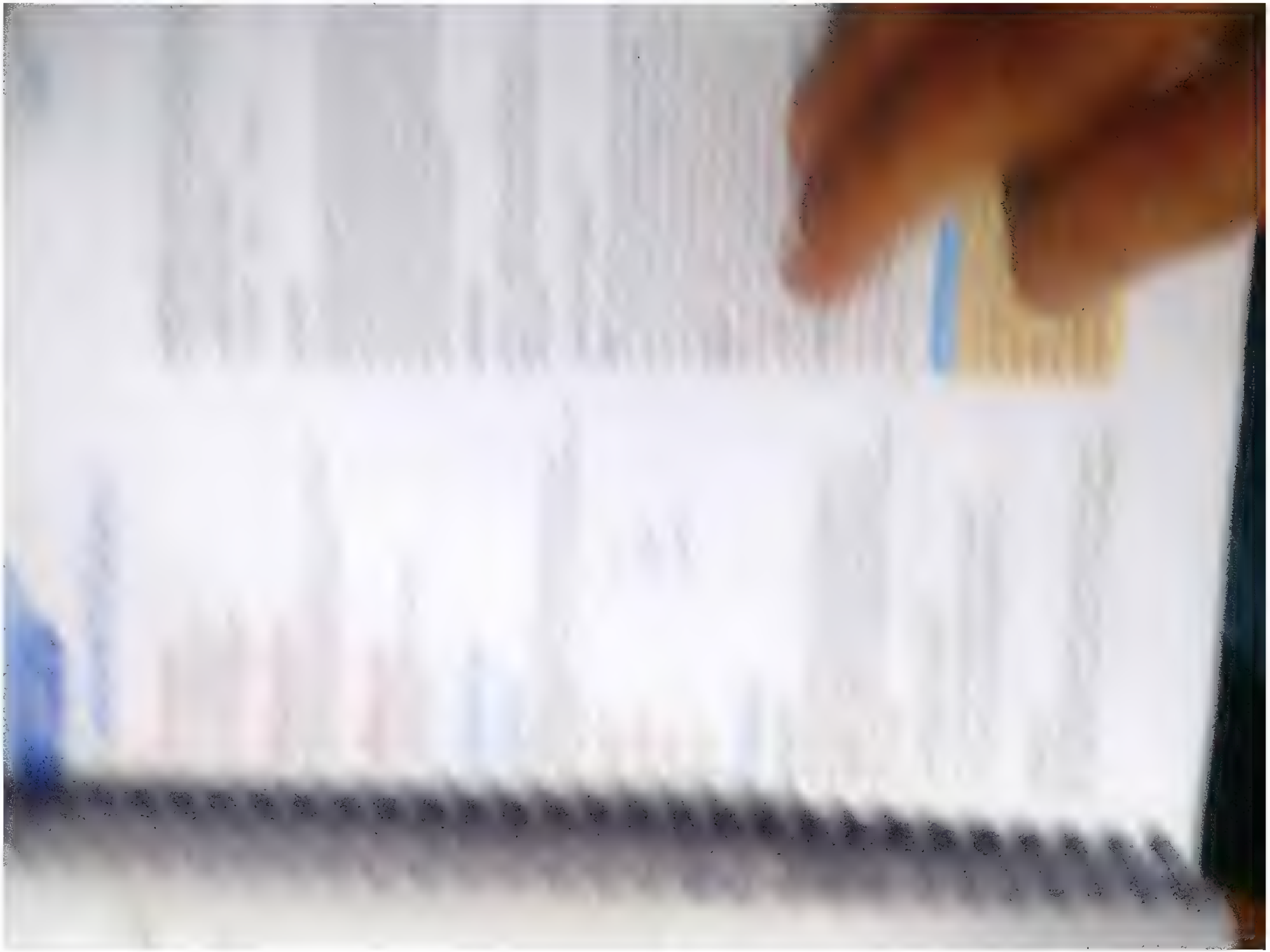
a) T

b) F – 90% of them [illegible] due to human err[illegible]

c) T

d) T

e) F – They take [illegible] the back seat



Activity 8

Activity 9

Activity 11

STEAM PROJECT

The Reverse Engineering Challenge | Part 2

Contents

- Reverse engineering

Objectives

- [illegible] and engineering skills [illegible] reassemble a device
- Discuss possible strategies for disassembling and [illegible] device
- [illegible]

Materials

- [illegible]
- [illegible]
- [illegible]
- [illegible] to cover the workstation
- [illegible]
- [illegible]
- A cell phone to record the process

Class Plan

[illegible]

[illegible]

[illegible] students to test if their object works properly after being reassembled

[illegible]

Re-Test

If students' object does not work properly, they will need to disassemble it again. If this happens, they [illegible]n get some help from other students who finished their projects successfully. It is important that they look at their diagrams and follow the instructions in the manual carefully. Once again, they should test their objects and check whether all functions are working properly.

Ending

Final Evaluation

Have a whole class discussion about the different stages of this STEAM project.

Encourage students to go through each stage of the challenge and talk about what worked well and what they had more difficulty with. Invite them to talk about teamwork as well. In addition to the questions in the Student Handbook, you can use some of these questions to help them in their discussion.

- What surprised you about this challenge?
- Was there any moment when you felt a bit frustrated? If so, why?
- What tips can you give for effective reassembling of an object?

Presentation

Tell students they are going to present their work to their classmates as if they were at a STEAM fair. They should show the object they worked with and explain the process. They should also show their sketches and notes. Finally, they should talk about the success of the process.

UNIT 8 • What Will Life Be Like in the Future?

Contents

» Future society

Objectives

» Review and expand the language content from unit 8
» Describe life in the future
» Talk about future life and society

Materials

» Student Handbook, page 270

Class Plan

Beginning

Ask students if they could time travel to the future, which year they would go to and why. Invite them to share their answers with the whole group. Have them observe how similar or different their answers are.

Developing

Activity 1 – Preparation

Explain to students that they are going to think about life in 50 years from now. Ask "What do you think will happen?"

Ask them to look at the list with topics and choose two of them to discuss with their classmates. Check that they understand what they have to do and allow them some time to do the activity.

Activity 2 – Interaction

Organize students into pairs. Explain that they are going to take turns talking about their ideas listed in activity 1. They should state their opinion and give the reasons why.

When students finish, ask them to join a bigger group of classmates and share their thoughts in groups. Allow them some time for this activity. Walk around the classroom and monitor their work.

Ending

Invite students to come up with other topics besides those listed in activity 1. List them on the board. Then invite volunteers to try to predict the future about the topics listed.

Activity 1 – Preparation

Personal answers.

Activity 2 – Interaction

Personal answers.

STEAM PROJECT

The Reverse Engineering Challenge | Part 4

Contents

» Reverse engineering

Objectives

» Present and explain the process experienced by the group

Materials

» Student Handbook, pages 106-107
» Student's object, sketches, and manual notes

Class Plan

Beginning

Explain to students they are going to present their work to the group as if they were at a STEAM fair.

Take some minutes of the class for students prepare their presentation and decorate the classroom for the STEAM fair

Developing

Students should show the group the object they worked with and explain the process. They should also show their sketches and notes. Finally, they should talk about the success of the process.

Ending

Give the groups the feedback related to their project, their collaborative work, the success of the final project, their sketches and manual.

UNIT 8 • What's the Weather Like Tomorrow?

Contents

- Weather vs. climate
- The components of the weather forecast
- Measurement units for weather components

Objectives

- Identify the difference between **weather** and **climate**
- Identify and practice using weather forecasting

Materials

- Student Handbook, page
- Computers, cell phones, tablets, or other devices with connection (for student groups)
- A map (optional)

Class Plan

Activity 1

Write on the board or ask students: "What's the weather like tomorrow?" Listen to their participation. Form pairs and have them unscramble the letters to form the word **forecasting**. If they need a hint, remind them that it has to do with making predictions. Remind them that, to form the word, they have to use all the letters and cannot use any other.

Activity 2

Ask students to read the explanation of the difference between **climate** and **weather** at the

formulate a hypothesis and ask them to compare their answers in pairs. Ask them to provide some ideas and write their contributions on the board. Alternatively, this activity can be done with the whole group.

Activity 3

Ask students to read a description from an online encyclopedia and check their inferences in activity 1. The text provides examples to illustrate the difference between weather and climate. Elicit some other examples from students considering their places, cities or country. Allow students time to read the extract and then talk to a classmate if they got

Activity 4

Tell students that the items are some of the adjectives used to describe the weather. Organize them in pairs and have them check how many of the items they are familiar with and can describe in their own words. Ask students to provide some examples. Then have them read the definitions and match the columns individually. When they are done, ask them to compare their answers. Help during the correction.

Activity 5

Show a weather forecast app in [illegible]. Items in this list can be found in that weather [illegible]. Allow them to work in pairs to identify and [illegible] the activity. If they cannot find all the [illegible], instruct them to use another app or website. Let students use their own devices to do [illegible]. Alternatively, project the website on the [illegible].

Activity 6

Activity 7

Extra Activity

actual temperature **feels like**

Ending

Activity 8

Ask students to access a weather forecast app or website again. They should look for the weather conditions where they are and in a different place. They should observe the conditions at the moments and for the next few hours or days. Ask students to compare both pieces of information. Have them write some conclusions and share them with the group. If necessary, they can do this activity in pairs.

Activity 1

Activity 2

Climate **weather**

Activity 3

Activity 4

Activity 5

Activity 6

Temperature

Wind

Relative humidity

Pressure

Precipitation

Activity 7

It's hotter where there is less pressure in lower altitudes. It's colder where there is more pressure in higher altitudes.

It's quite hot and humid in Singapore all year round.

Cloud, days are cooler than when the sky is clear.

Activity 8

Personal answers.

CLASS

STEAM

UNIT 8 • Maker Culture

Contents

- [illegible]
- Predictions

Objectives

- [illegible]
- [illegible]
- Make predictions about the inner workings of the [illegible]

Materials

- A variety of old or broken electronic devices, e.g., [illegible] item from home in advance)
- Tools such as [illegible] clippers (several, for groups of three students)
- Hot glue gun or super glue
- Strong tape (optional)
- A pair of safety gloves and, if possible, a set of [illegible] ne per student)
- [illegible]
- Colored pencils or markers
- [illegible] batteries
- [illegible]

Class Plan

Be[illegible]

[illegible] **maker culture**. If nece[illegible] show students the following definition and ask v[illegible] [illegible]at mes take apart electronics (t[illegible] [illegible] d them, to ge[illegible] [illegible]ners, to create new things, to save them from going [illegible]

maker culture the [illegible] and ideas of [illegible] or invent things, either using [illegible]

[illegible] mall group of students, depending on how many items are available) to choose an electronic [illegible] some sheets of paper [illegible], instruct them to draw [illegible] ideas with [illegible] future pre[illegible]

[illegible]

Go over some basic safety instructions. All electr[illegible]s [illegible] ged off and removed from any power [illegible] but) before starting. Tell students [illegible] ot likely that gloves or goggles will be needed, but if anything, potentially has some sharp parts or anything small that could get in the [illegible]

[illegible] see, and instruct them to [illegible] details to their original drawing, this time in a different color. Have them note each individual part and its purpose. Help them with vocabulary as needed, focusing more on language for the action (**light up**, **vibrate**, **roll**, etc.) and not worrying so much abo[illegible]t technical terms.

[illegible] any of these and try to make them work apart from the toy. For example, they might remove a motor and try to connect the circuits to another battery [illegible] e motion it makes outside of the toy.

[illegible]

Challenge students to consider different things that can be done with the parts of their devices. They might trade or combine parts with other classmates. A small motor powered by a battery, for example, can be attached to something else in a way that the weight is off balance and it wobbles or "walks" across the table as it vibrates. Wires can be used to make a circuit and light up an LED. The longer leg of an LED is positive and must connect to the positive side of a battery; the other end is negative and must connect to the negative side. Students can experiment with a circuit until they get it right.

Any interesting pieces can be glued to a safety pin and worn as jewelry. Nonelectronic pieces can be put together into sculptures – becoming anything from action figures to picture frames. Keys from a keyboard or other interesting pieces can be used to decorate something, such as a key chain or a paper clip (which can be used to hold photos), or even a clothespin. Clips and clothespins can also have a magnet glued to the back, serving as a decorative note or photo holder for a fridge or locker. Objects that open up can be redecorated and used as storage boxes. Encourage creative exploration and allow students to pursue their interests.

Ending

This is an open-ended activity, and results will vary depending on the objects available and students' interests. Students may or may not have time to complete a new creation in this class. This activity is more about tinkering and exploration than creating an actual product. Decide as a group the best way to wrap things up. Students who are curious about certain parts can take them home and continue tinkering. Anyone who created or started creating something is welcome to keep it. Decorative objects like key chains and clips make great gifts. Some students may prefer to put the original piece back together. Any useful electronic parts can be saved for future projects or donated to a local maker space or an individual maker of any age or ability. Whatever is done with the objects, make sure they are reused or recycled responsibly.

Wrap up by having students in small groups share their predictions to these statements using future verbs, "If people continue to manufacture lots of plastic, ..." "If more people take the opportunity to disassemble things, ..." "I think that in five or ten years, items like this ...".

Go Further

- *Colleen Graves, "Take Apart and Rebuild Toys," Instructables (blog): http://ftd.li/gxxt5n;*
- *Mike Chino, "Electronics Recycling 101: Tips to Repurpose Old Electronics," Inhabitat (blog): http://ftd.li/zitdig;*
- *CUClimbing, "Reusing Old Electronics," Instructables (blog): http://ftd.li/pkds58;*
- *Mitchel Resnick and Ken Robinson, Lifelong Kindergarten: Cultivating Creativity through Projects, Passion, Peers, and Play. Cambridge, MA: The MIT Press, 2018.*

CLASS

UNIT 8 • Making a Robot

Contents

» Social-emotional learning
» Social awareness
» Relationship skills

Objectives

» Exercise respect for others
» Appreciate diversity
» Reflect on ways of negotiating conflict constructively

Materials

» Student Handbook, pages 280-282
» "Making a Robot" video
» Plastic pots in different shapes and sizes
» Felt-tip pens
» Electrical tape
» AA batteries
» Modeling clay
» Elastic bands
» Small 3-volt motors
» Large sheets of paper
» Other materials students could use in a STEAM challenge: plastic bottle caps, cardboard boxes, toilet paper tubes, popsicle sticks, paper clips, old CDs or records, aluminum foil, masking tape, etc. (ideally, all the materials – enough for each group of four students)
» Computers, cellphones, or tables with an Internet connection

Class Plan

Beginning

Put the different materials or items on a desk. Form pairs or trios and ask students to come up with as many different uses as possible for different pairs of materials (e.g., paper and pen, a plastic pot and aluminum foil, masking tape, and popsicle sticks, etc.). Show them the items as you ask them to brainstorm different possibilities. Invite volunteers to share their ideas.

Developing

Before watching the video

Activity 1

Read the rubrics and answer any questions. Have students do the activity in pairs or complete it individually and check in pairs. Check the answers collectively.

Activity 2

Form groups of four students. Ask them to read the rubrics and allow them some time to come up with different ideas on how to use three or more of the materials in activity 1 to create something new.

While watching the video

Activity 3

Write "STEAM" on the board and elicit what they know about it. Tell them that Nicholas and Amber's video teaches how to build something. Play part 1 of the video and have them answer the question individually. Check the activity with the whole group. Explain or elicit the meaning of **scribble** (to write or draw something carelessly, without paying attention to form).

Organize students into small groups again. Tell them to work together and discuss how the materials in activity 1 could be used to build the robot proposed by Amber.

Extra Activity

Invite students to get the materials and manipulate them while they think of how to make a scribbling robot. Give them paper so they can also draw their idea of the robot or parts of it. Invite volunteers from different groups to share their hypotheses on how to make the scribbling robot.

Activity 4

Video - Part 2 (0:25-3:39)

Ask students to read the rubrics so that they know what they need to do. Show them part 2 of the video once. Have them discuss in groups what they have understood.

...art 2 again and ask th...n to take some notes of the main steps. Tell them to compare their answers with different classmates and check the activity with the ...

Activity 5

...

...e video once or twice and have ... the question. Check the activity with ...

Activity 6

...mall groups again. Ask them ... and allow them some time to ... Parts 2 and 3 of the video again ... to evaluate the way Amber uses ... the whole process. Tell students to ... questions in their groups and then change ... to compare their ideas. Check the activity with the whole group.

After watching the video

Activity 7

Tell students it is their turn to let their creativity run free. Ask them to read the rubrics and elicit what they are going to do (they are going to create their own maker project). Organize them into groups and ask them to take another look at the materials available. Invite students to follow Amber's suggestion and look up the term **maker culture** on the internet. Allow them a few minutes to browse the internet and find interesting and possible projects to be done with the materials available and in a short time. Explain that these two – material and time – are their main constraints.

After students have agreed on a project for their groups, ask them to complete the steps in activity 7 together and invite them to start working on it. This step will probably take some time of students, so make sure they are involved in **group discussion and collaboration**, working **cooperatively and speaking English** most of the time. If possible, have them finish and present their projects in the following class.

When students finish, tell them to consider how they **are going to present their maker project** to the other groups. Once again, tell them to let their creativity run free. They may present a sketch, create a video, or PPT presentation. Students in their groups can organize themselves and work simultaneously, etc.

...

Ending

Activity 8

Ask students to put their ideas on paper and allow them time to rehearse their presentations. When all groups are ready, decide together on the order they will present their maker projects. After the presentations discuss the questions with the whole group.

Answers

Activity 1
a) paper, b) a plastic pot, c) electrical tape, d) felt-tip pens, e) a small 3-volt motor; f) AA batteries; g) elastic bands; h) modeling clay

Activity 2
Personal answers

Activity 3
A scribbling robot

Activity 4
Suggested answer

1. Attach the felt-tip to the plastic pot using the tape (robot's "legs")
2. Check battery and motor; make wires touch both sides of the battery.
3. Use modeling clay to make the motor spin in a shaky way (create a lump and put it in the motor).
4. Wrap the rubber band around the battery.
5. Attach the battery to the robot.
6. Attach the motor (with the modeling clay) to the robot.

Activity 5
Amber suggests using the robot to create works of art. She also suggests searching for "maker culture" on the web.

Activity 6
Suggested answers:

a) She describes and models the steps in a clear sequence.

b) No, the robot's legs don't have to be straight, it's possible to change the position of the battery and the motor, you can choose how many pens and what colors to use, etc.

c) Yes.

d) She has already mentioned in other videos that she likes science.

e) "that was really fun," "you can let your creativity run free," "cool stuff," "amazing things," "awesome."

Activities 7 and 8
Personal answers.

REVIEW

Units 7-8

Contents

- [illegible]
- » Relative clauses
- » **Much** and **many**
- » **Should** (advice)
- » Slogan

Objective

- » Revise content [illegible]
- » [illegible]
- » [illegible]

Materials

- » Student Handbook [illegible]
- » [illegible]
- » [illegible]
- » Sticky tape
- » Sticky notes

Class Plan

[illegible]

Ask students what they think can be done to deal with challenges of the internet. Encourage them to participate and explain that it can be a big [illegible] thing. Write their answer on the board for later

[illegible]

UNIT 7

Activity 1

Go over the instructions and make sure everyone understands what to do. Have students working individually and allow them time to look at unit 7. Check their answers and write them on the board.

Activities 2 and 3

Explain students the activities and how to describe the things and give definitions. Give them 6 minutes. Walk around the classroom and help them as needed

Activity 4

Have students read the instructions. Allow them a few minutes to do the activity

Activities 5 and 6

Ask students, in small groups, to create an infographic [illegible] to do the activity. Focus [illegible] importance of having [illegible] making an attractive infographic. As the [illegible] ask them to tape their posters on the wall [illegible] students to walk around the classroom [illegible] at other [illegible] Monitor the activity [illegible]

UNIT 8

Activities 1 and [illegible]

[illegible] instructions and check if they [illegible] and what to do. Give them 2 minutes to do the [illegible] answers and write them on the board

Activity [illegible]

Tell students to work in small groups to create the T-shirt slogan. Go over the instructions and make sure everyone understands the main characteristics to write a slogan. Give them 10 minutes to do the activity. Walk around the classroom and help them when necessary. As they finish, ask for volunteers to share what they wrote with the group

Ending

Ask students to vote which T-shirt slogan they think are more interesting and tell why

[illegible]

UNIT 7

Activities 1 to 6

Answers will vary

UNIT 8

Activity 1

a) Let's watch the new sci-fi movie after school. Sorry, I am visiting my grandparents today.
b) Do you think it will rain tomorrow during the launch of the city of the future project?
c) If we don't stop polluting the air, we won't have a future city.

Activity 2

a) throw; b) lifestyle; c) healthy, d) place

Activity 3

a) T-shirt with girl holding sandwiches printed on it
b) T-shirt with young man with a broken arm printed on it
c) T-shirt with winking girl printed on it
d) T-shirt with a sleepy man in front of a calendar printed on it

ASSESSMENT

Units 7-8

Objectives

Materials

Class Plan

Beginning

Developing

Tests are typical examples of summative assessments. They are formal, usually administered at the end of a course or unit, and you focus on end of year because they aim to measure students' learning over a period of time. However, they are only one among many other forms of assessments you may use to collect data about students'

addition to summative assessments, you may use formative ones. These are informal and ongoing evaluation tasks, activities to monitor progress toward a specific objectiv Whether using summative, formative, or both types of ments, use the results to know more about students' trengths and weaknesses so you can adapt lesson plans personalize instruction and choose learning materials to better meet their need

Go Further

- For formative assessment https://ftd.li/utiegjxy and https://ftd.li/nbbfso.
- Read about the difference of formative assessments at https://ftd.li/pogkj6 and https://ftd.li/rvaei5

Classroom Management

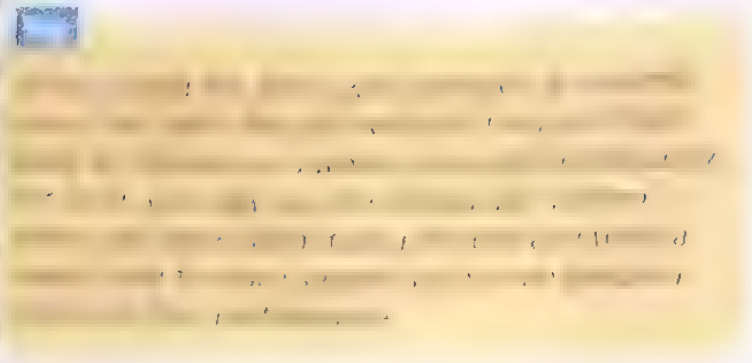
Answer questions students may have about the instructions

- If students do not know the answer to a question, advise them not to leave it blank. Teach them some strategies, such as to eliminate answers they know are not correct; to pay attention if two alternatives are similar, to look for cues from other questions or from the picture they are looking at. Some suggestions: "Do you understand what you have to do here?", "Which alternatives you know are wrong, so you can eliminate?", "What is the most probable answer?", "(Look at the picture/Read the text) again with more attention. The answer is there."

Sometimes students only need reassurance, so they ask questions to know if they are correct. In this case, motivate and boost their self confidence by saying they are capable of answering the questions on their own. If you tell them their answer is right or wrong, students will repeatedly ask for more

- During the tests, be alert and monitor students by walking around the classroom to make sure students do not cheat or distract other students.

If some students finish the test before the others and there is not waiting room or supervised area they can go to, tell them to remain silent while other students finish their tests. You may offer them a book to read or a worksheet they can draw, color, or answer without your assistance.



CLASS

The War of the Worlds | Part 1

Contents

» Alien invasion
» Science fiction
» Future tense

Objectives

» Complete pre-reading activities
» Activate students' previous knowledge regarding the subject
» Identify science fictions productions

Materials

» Student Handbook, page 84
» Graded Reader – *The War of the Worlds*

Class Plan

Beginning

In unit 8 (see Students Handbook, page 84), students talked or will talk about sci-fi movies and books. In pairs, have them share titles of their favorite books and movies regarding this topic. Invite them to make a list of the best movies and books.

Also in pairs, encourage students to build a mind map with the word "Science Fiction" as the center circle.

Have students write all the words that come to their minds in the satellite circles. Invite them to share their mind maps and build a vocabulary list with words related to this topic.

Encourage students to think about themes such as artificial intelligence, future time, futuristic cities etc.

Developing

Invite students to do the activities on page 4 of their readers. Encourage them to work in pairs.

Activity 1

Ask students to look at the cover of the book, the title of the book, and the author's name. Ask them if they know anything about this story. Invite them to do this activity

Activity 2

Having done the mind map, ask students to look through the words in this activity and check the ones they believe will come up during the story. Have them compare the words that came up in their mind map with the words in the activity.

In pairs, have students discuss the following questions:

› If aliens did exist, would they be friendly or hostile?

› Do you believe there is other life in the universe? How about intelligent life?

› What do you think aliens might look like?

Write the questions on the board and divide students into three different groups and assign a question to each group. Give them 5 minutes to discuss and come up with at least two statements to answer the question.

Ask students to write a small paragraph about what they think will happen during this story. Have them use the words they used in their mind maps, the words found in this activity, and their discussion above.

When students finish the book, they will compare their prediction to the actual story. Encourage them to use the future tense.

Ending

Have students share their paragraphs and compare and contrast their ideas and, as homework, ask them to read chapter 1 to 3.

The War of the Worlds | Part 2

Contents

- Alien invasion
- Science fiction
- Book review title

Objectives

- Practice question formation
- Do comprehension activities
- Brainstorm ideas

Materials

- Graded Reader – *The War of the Worlds*

Class Plan

Ask students to read chapters 1 to 3 before the class.

Beginning

Talk to students about their impressions of the first three chapters. Ask them if it is what they expected. Write the word "aliens" on the board and have them brainstorm words related to the aliens of the book (harmful, Martians, evil, heat-ray, etc.) This can be done in a gamified manner by using the domino technique. Have the first student say "alien" and the next one has to say a related word without giving it much thought. Write the words on the board (or have two students do that).

Developing

Divide students into pairs and have them open their books. Ask them to compare and contrast Earth and Mars as described in the text.

Encourage students to find 20 words that are new to them. Invite them to look up and write out the definitions and have them make a drawing or a symbol to help them remember the word. Have them look for the sentence where they found the word (context) and write it out.

Invite students to come up with a question using that specific word and obviously, related to the context of the book. Monitor their work and help them with question formation. Having finished, encourage them to ask the questions to another two pairs.

Ask students to make a brief summary of the three chapters. Encourage them to write a heading for a book review.

Exchange students' headings and discuss, in groups, these questions: "Is the title interesting?", "Does it contain the name of the book?", "Would you read the review?"

As a digital alternative for this activity, tell students they can create a heading using the following generator: http://ftd.li/azdobn.

Ending

Invite students to do the reading comprehension activities on page 78. Explain that they should read the sentences and sequence them according to the happenings of the book. Walk around the classroom to help students and correct the activities with them.

Have students read chapters 4 to 6 before the next Reader class and write a brief paragraph regarding each chapter.

The War of the Worlds | Part 3

Contents

- Alien invasion
- Interviews
- Podcasts

Objectives

- Share information about the book
- Understand the interview genre
- Learn about question formation
- Elaborate a radio interview/podcast

Materials

- Graded Reader – The War of the Worlds

Class Plan

In Advance

Have students read chapters 4 to 6 before the class and write a brief paragraph regarding each chapter

Beginning

Talk to students about the chapters they read at home. Ask them to share their paragraphs with the whole group

Introduce students to the **interview genre** and ask them to discuss, in pairs, what steps are necessary in order to perform an interview with someone. Explain to them that today they will be elaborating an interview for a radio program.

Developing

Tell students they will be interviewing the narrator of the story regarding the alien invasion. Divide them into groups of three. Preferably, do not let them pair up with the same students they have been working with previously

Explain to students that they should come up with three different types of questions. Read them below.

- Open ended questions (the question cannot be answered with a "yes" or "no")
- Closed ended question (the answer is a "yes" or a "no").
- Nonsense question (a creative question out of the blue).

Have students come up with ten questions within their groups, making sure all three types of questions are amongst them. Allow them to use some of the questions they came up with during the previous sessions. Use a time tracker so they know how long they have for this activity (suggestion: 15 min).

When students have finished, divide them into six different groups. Make sure the three students who worked together are in different groups. Have the groups share their questions as a whole group and come up with the ten best questions

Choose six different students from each group to take the role of narrator. These six students must be interviewed by any other group, but their own. The interviewers should take it in turns to ask the questions and must write down the answers to the questions. The narrator should be as creative as possible but keep to the plot of the story.

Have students elaborate a radio program calling attention to the alien invasion, using the interview as their main input. They may use their heading from the previous class to call for attention.

Remind students they will be evaluated on the oral performance and presentation. Have them pay attention to their presentation structure (introduction, development, and conclusion), their body language, and timing.

Build up a rubric to help you organize the evaluation. Share the rubric with students so they know how they are being evaluated.

Go Further

To know more about rubrics, access http://ftd.li/46596r or http://ftd.li/xac6r.

Tip

As a digital alternative for this activity, ask students to create a blog with their interviews using free online tools or create a video or podcast

Ending

Encourage students to post their work digitally so everyone can access it. Have them do the comprehension exercises at the end of the book on page 78. Ask them to finish the book for the following class.

READER

The War of the Worlds | Part 4

Contents

- Mapping and geography
- Story charts

Objectives

- Understand and analyze the main parts of a novel
- Analyze the world map
- Complete a story chart

Materials

- Graded Reader – *The War of the Worlds*
- A4 sheets of paper (one per student)
- Map of England (or world map)
- Colored markers
- Story chart

Class Plan

Have students read chapters 4 to 6 before the class and write a brief paragraph regarding each chapter.

Beginning

Analyze with students the map of the world and identifying where the United Kingdom is on the map and then have them locate England

Developing

Hand out A4 sheets of paper and invite them to draw the map of England using the world map as a model

Ask students to identify on the map five important places mentioned in the book. Have them mark five important incidences on it and have them explain what happened in these places.

Talk to students about the main components of a novel such as setting, theme, crisis, resolution etc and discuss where each of these concepts are shown in the book

In pairs, encourage students to fill out a story chart (http://ftd.li/964yhe) with the main concepts included

Have students use the comprehension activities at the end of the book as an aid during the completion of the story chart. Invite them to answer the activities from page 80 to 85. If time does not allow, have them finish at home

Ending

Have students analyze the story chart and choose how they would like to change the narrative. They can come up with a different ending for the story, change the setting, change the conflict, or even the theme. Have them finish their work at home.

As a digital alternative for this activity, create a Padlet account and have students post their modified story chart on Padlet to share with their classmates https://ftd.li/ivayi3.

Invite students to rewrite the story using the new story chart they came up with.

TEACHER'S BOOK

CLASS

READER

The War of the Worlds | Part 5

Contents

- Comic book elements
- Collaborative work

Objectives

- Write a comic book
- Work collaboratively
- Understand genre specific elements

Materials

- Graded Reader – *The War of the Worlds*
- Paper
- Colored markers
- Samples of comic books

Class Plan

Beginning

Show students random comic books and have them analyze them observing the genre specific elements such as color, onomatopoeia, speech balloons, etc.

Developing

Have the whole group come up with ten specific important events that happen during the narrative

Ask students to look back at the previous classes if they did them in order to help them identify these specific events of the book

Divide the group into ten smaller groups. Have each group choose one of the events to illustrate using all the elements of a comic book. Ask them to create and make up dialogues according to the choices made.

Classroom Management

To engage students to work with people they don't usually work with. Each member of the group can remember their strengths, one of drawing, the other of writing the dialogues, another helping with the smooth transitions etc. To encourage them to work collaboratively and respectfully. Time management is also important. Students do not need to color in the drawings. They are just sketches.

Make sure the groups talk to each other to allow for smooth transitions in between their stories.

Allow students to be creative and change any part of the narrative, using their ideas from their story chart of the previous class, if they worked on that specific class.

Ending

Have students combine their group events to make a complete comic book.

Display students' work in the school.

Extra Activity

Invite students to watch the movie. Have them compare how the book and movie differ.

MUSIC

Future Tense

Contents

- Future forms

Objectives

- Listen to details of a song
- Identify future forms

Materials

- A song of your choice which has future tenses in its lyrics (suggestions: "The Man Who Can't Be Moved," by The Script, "Ready to Run," by Dixie Chicks; "Thinking Out Loud," by Ed Sheeran; "We Will Rock You," by Queen; "I Will Talk and Hollywood Will Listen," by Robbie Williams)
- Copies of the lyrics of the song chosen (one per pair of students, optional)

Class Plan

Beginning

Explain to students they are going to listen to a song in which they can find some future tenses. Briefly review with students the tenses used to talk about the future and their form. For example, **going to, gonna, will, won't, 'll, present progressive.**

Ask students to give examples of sentenc[illegible] future and write them on the board.

Developing

Ask students to get ready to listen to the song and say they are going to listen and identify the [illegible]. Play the song once and have them discuss what they understood in pairs. Ask "What's the song about?", "What happens?", "What's the future about?"

Play the song again and ask students to write down, individually, all future forms they can identify. Then have them compare their notes in pairs.

Distribute a copy of the lyrics to each pair of students. Play the song once more and ask them to circle all the future forms. Then they compare with their first list. Have students check their answers in pairs and then check with the whole group.

Play the song once more if necessary. If students are willing to, they can sing along.

Ending

In pairs have students discuss what might happen in the future of the song. Have them come up with some ideas and share with the whole group. Encourage them to use sentences in the future.

EXAM PRACTICE

Unit 7

Contents

» Content from unit 7

Objectives

» Assess what students have learned in unit 7
» Get students familiar with international exam formats

Materials

» Copies of the exam available at Iônica
» Audio track available at Iônica

Class Plan

In advance

A few days before:

- download the exam from Iônica and have copies made,
- read the Exam Guidelines available at Iônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions

In the previous class:

- explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions,
- discuss test-taking strategies they can use during exams like time management. Leaving difficult questions to the end is one example

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements [illegible] students' interaction as well as [illegible] to move around to help, if necessary. Remove any poster or other display that [illegible]. Explain to students the [illegible] three parts.

Reading and Writing Listening and Speaking

Hand the test out. Tell them to only open the question papers when you tell them to do so

Developing

Tell students they will start the test. Ask them to [illegible] write their names and date on the front page of the test.

Reading and Writing

For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

EXAM PRACTICE

Unit 8

Contents

- Content from unit 8

Objectives

- Assess what students have learned in unit 8
- Get students familiar with international exam formats

Materials

- Copies of the exam available at Iônica
- Audio track available at Iônica

Class Plan

Preparation

A few days before:

Get the exam from Iônica and have copies made,
available at Iônica in order
self with the exam characteristics
to answer students' questions

In the previous class:

to students that, on the day of the exam,
will take a mock test that simulates an
national exam. Talk about the importance
exams can have in their lives, for example,
open doors for them to study or work abroad
International language certificates are usually
international institutions,
strategies they can use during
management. Leaving difficult
questions to the end is one example

Beginning

Distribute the tests and check if you have all the copies you need to start the exam. Check if desk arrangements are adequate: they must discourage students' interaction as well as leave enough space to move around to help, if necessary. Remove any books or other display that can offer answers to the exam questions.

Explain to students the test is divided into three parts: **Reading and Writing**, **Listening**, and **Speaking**. Hand the test out, tell them to start only when you tell them to do so.

Developing

Tell students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing

For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

CLASS

DIGITAL SCIENCE

Animal Cells

Contents

Objectives

Materials

» Student Handbook, pages 20 and 21
» Animal Cell video
» Modeling clay, colored pencils (one per pair of students) or playdough of different colors (some per group of students)
» Computers, tablets or cellphones for internet research)

Class Plan

Beginning

Ask students "What are organisms made of?" and have a class discussion. Encourage their participation and list some of their ideas on the board. Ask them what a **cell** is and invite them to activate their background knowledge and share what they know about the topic. Explain to students that you are going to talk about **animal cells**. Organize them into pairs. Set up a time limit and ask them to take notes on what they know about animal cells. After watching the video, they can go back to their notes and check their previous knowledge on the subject.

***Cells** are the basic unit of life. All living organisms are made of cells. There are two main types of cells: **prokaryotic** and **eukaryotic cells**. Prokaryotic cells are small, bacteria and eukaryotic cells are the ones from animals (including humans), plants, fungi, etc. Scientists do not consider that viruses are living things since they are not made of cells. However, it seems there is no consensus about this. Access the following links to know more about cells and viruses.*

» "Eukaryotic vs. Prokaryotic Cells" ftd.li/z24eko.

» Socrates "Are Viruses Alive?":

Development

Activity 1

Ask students to read the definition first and answer any questions. Organize students into pairs and have them research the functions of the cell organelles. They can use their cell phones or tablets, or you can take them to the computer lab. When they are done, have them compare their answers with another pair. Check the activity with the whole group. This first activity is to help them understand the video.

The name of **cell organelles** may be tricky to pronounce. You can use the following website and share it with students, so the stressed syllable of each word can be pronounced appropriately. It shows an interactive cell and how to pronounce the name of each organelle.

» The Virtual Cell Webpage: http://ftd.li/ns8qv5

Activity 2

Have students look at the picture first. Explain they are going to watch a video about animal cells and need to label each organelle. Play the video once and ask students to pay attention to it without writing anything. Play it again and ask students to label the organelles as they are mentioned in the video. Have students check their answers in pairs. Elicit answers from students and write them on the board.

Activity 3

Pair students up and ask them to read the definitions. Ask them to write the name of the corresponding cell organelle. Play the video again. Have students check their answers with their classmates. Elicit answers from students and write them on the board.

There are more cell organelles than the ones mentioned in the video. Some cells have more organelles as well as more functions than the ones described in the video. The animal cell described in the video is a specific type of cell, but there are different types of cells, such as red blood cells or sperm cells, which

DIGITAL SCIENCE

Cell Division

Contents

Objectives

Materials

Class Plan

Beginning

ells. Have them tall
t a few minutes. Ask
"What do you know about cell division?", "When do
) embryonic development,
organisms grow, to repair damaged tissues and for
n potatoes or starfish.)

[illegible] formation of gametes,
[illegible] different process,
meiosis. It occurs in about
mitosis [illegible] somatic (body, or
[illegible] due to uncontrolled
[illegible].

Development

Activity 1

Have students read the text once and ask them what it is about (cell division). Instruct them to read the words in the box and use them to complete the gaps. Students can complete the activity individually and compare their answers in pairs. Alternatively, organize them into pairs to do the activity. Check the answers with the whole group.

Activity 2

Before playing the video, have students read the questions and options. Clarify that, in some cases, more than one correct answer is possible. Play the video once and ask students to pay attention to it without writing anything. Play the video again and ask students to check all alternatives that apply. Have students check their answers in pairs. Elicit answers and write them on the board.

[illegible]

Activity 3

Have students look at the picture showing mitosis. Ask them to read the words in the box and label each part of the process. When they are done, have them compare their answers in pairs. If possible, check the activity by asking volunteers to draw and write each part of the process on the board.

Activity 4

Ask students to read the sentences and infer which words complete them correctly before watching the video again. Play the video (from 1:48 on) and ask students to choose the appropriate word as they watch and listen. Have students check their answers in pairs. Elicit the answers from students.

Activity 5

Ask students to read the joke and try to explain it in their own words. Have students compare their answers in pairs. Elicit the answer from students and have a class discussion.

Activity 6

Give a sheet of paper to each student. Explain that they need to create a simple and short (three to five questions) questionnaire about cell, and cell division. Explain they are going to check their classmates' knowledge on the topic. Allow them some time to prepare the questions and help them as needed.

Ending

Organize students into pairs so that they can ask and answer each other the questions from activity 6. Walk around the classroom, monitor, and help them as needed. Have a final discussion with the group about what they have learned about cells and cell division.

MITOSIS

TEACHER BOOK

DIGITAL SCIENCE

Plant Cells

Contents

1 Plant cell

Objectives

- Identify the structures of a plant cell
- Explain the role of animal cells in organism

Materials

- Student Handbook, page
- "Plant Cell" video
- Cell phones or tablets, or computers (for internet research and to record a video, optional)

Class Plan

Beginning

Option 1: Ask students "What are the differences between animals and plants?", "Do you think their cells are different? How?" Allow them some time to share ideas in small groups and open up a class discussion.

Option 2: Demonstrate a simple photosynthesis experiment for students. Set up a beaker (or glass) with water and a *Cabomba sp.* algae inside. These are fish tank algae that can be easily found in pet shops. Cut the stem and place the algae upside down in the beaker or glass. Place the beaker or glass with the plant close to a source of light (a lamp with an incandescent light bulb is the best choice). The plant will produce little oxygen bubbles. Ask students if they know what is happening and how the plant does so

The following video can be useful to learn more about the experiment or the process of photosynthesis

Happy Learning English, "Photosynthesis | Educational Video for Kids" http://ftd.li/m3stje

Develop

Activity 1

Organize students into pairs. Ask them to read the paragraph and play the video up to 0:20. Have them talk to each other about what is similar between **animal** and **plant cells**

Activity 2

Ask student
need to do. Play the
to pay attention to it witho
again and ask students to label the organelles as they are mentioned in the video. Have students check their answers in pairs. Elicit answers from students and write them on the board

Activity 3

Ask students to read the sentences and elicit what they need to do. Play the video (from 1:38 on) and ask students to write CW (cell wall), CH (chloroplast) or VA (vacuole) to each sentence

Have students check their answers in pairs. Play the video again so they can check their answers. Elicit answers from students and write them on the board

Activity 4

Organize students into groups of three or four. Explain that they need to take notes about what they know about animal cells and plant cells. If they have not done the class about "Animal cell" before, you can play that video. Alternatively, you can allow students some time to research **animal cells** on the internet (using cell phones, tablets, or computers), if necessary.

*The following website can be useful to learn more about the differences between **animal cells** and **plant cells***

Spark Notes, "Cell Differences" · http://ftd.li/y9g3e

Activity 5

In the same groups, ask students to create their scripts They can make up a character if they want to. If possible, they can use their cell phones or tablets and record a video to show to the class later. Alternatively, they can write the script and present it "live."

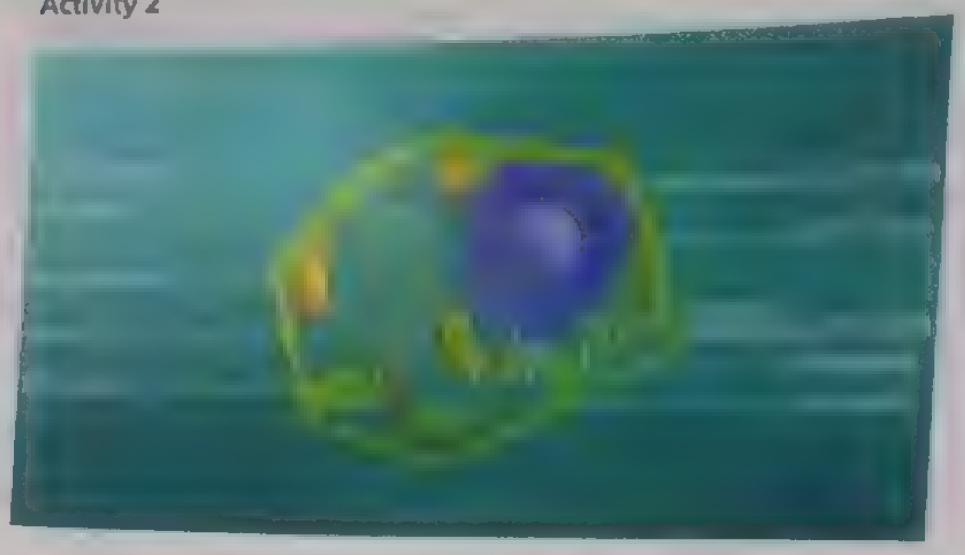
Ending

End the class by having the video presentations Encourage students to make constructive comments on their classmates' productions. Ask them what the easiest and the hardest part of the video production was

Activity 1

Suggested answers: Plant and animal are multicellular organisms, and both plant and animal cells contain a nucleus. Plants cells can produce the plant's own food, which is not possible for animals

Activity 2



Activity 3

a) CW; b) VA; c) CH; d) VA; e) CW; f) CH; g) CW

Activity 4

Suggested answer

Animal cells: eukaryotic cells; contain membrane-bound organelles such as the nucleus, mitochondria, endoplasmic reticulum, Golgi apparatus, lysosomes, and peroxisomes; smaller than plant cells; mitochondria produce the majority of the cells energy from food

Plant cells: eukaryotic cells; contain membrane-bound organelles such as the nucleus, mitochondria, endoplasmic reticulum, Golgi apparatus, lysosomes, and peroxisomes; large than animal cells; use sunlight as their energy source; membranes within the chloroplast contain the structures that carry out photosynthesis; rigid cell wall; vacuoles

Spark Notes. "Cell Differences," March 28, 2020, https://www.sparknotes.com/biology/cellstructure/celldifferences/section1/.

Activity 5

Personal answers – video production.

WORKBOOK – ANSWER KEY

Unit 1

Lesson 1

Activity 1

Activity 2

Activity 3

Activity 4

Lesson 2

Activity 1

Activity 2

agree, [illegible]	activate, construct, frost, value	comfortable, happy, helpful, pleasant, usual

Activity 3

a) unhelpful; b) devalued; c) Disconnect; d) unusual; e) dislikes, uncomfortable

Activity 4

a) I don't quite follow you /I'm sorry I don't understand

b) Could you explain that, please?

c) Could you say that again?

Lesson 3

Activity 1

a, a, b, e, d

Activity 2

a) I get sad if I read the news

b) People make better decisions if they learn about politics

c) You appreciate other cultures if you travel the world

d) You don't understand the world if you don't watch the news

e) We respect each other more if we are friendly

Activity 3

a) wake up, b) touch; c) drink; d) learn; e) use, f) get; g) mix

Activity 4

Lesson 4

Activity 1

Asking for advice

a) Do you have, b) some advice, c) help me, d) should, e) [illegible] f) do I d[illegible]

Giving advice

a) you should, b) were you, c) suggestion for you; d) should not; e) Why don't you, f) can try, could

Activity 2

c; f; a; d; b; e

Activity 3

a) talk to your parents about that

b) would start my day earlier

c) convince your friend to go with you?

d) studying a bit harder for this test.

e) not spend so much time on that.

UNIT 2

Lesson 1

Activity 1

a) 3; b) 5; c) 2; d) 4; e) 6; f) 1

Activity 2

a) kindness; b) empty, c) speak your mind; d) weakness; e) take; f) up to you

Lesson 2

Activity 1

[c] Dear Future Self,

[d] Your life has ..

[b] Does that answer all your questions?

[a] Love, 19-year-old you

Activity 2

a) Will I get a good grade?

b) Cellphones won't get smaller

Activity 4

[illegible] b) everything c) hard working d) important
[illegible] f) positively g) succeed h) surrounded

Lesson 3

Activity 1

a) adjective, adverb
b) adverb, adjective
c) adjective, adverb
d) adverb, adjective
e) adjective, adverb

Activity 2

brief	briefly
gentle	gently
cheap	cheaply
[illegible]	[illegible]
[illegible]	accidentally
[illegible]	rudely
[illegible]	busily
[illegible]	positively
[illegible]	scarily
[illegible]	quietly

Activity 3

a) hour, b) much, c) every, d) more, than, e) Saturdays

Lesson 4

Activity 1

You would be surprised by [ ]	[b] Accept that you're not going to be [ ]
[b] Life is nothing if [ ]	[a] Be vulnerable and trusting [ ]
You can't get to know [ ]	[c] Pick your favorite [ ]

Activity 3

[illegible]

UNIT 3

Lesson 1

Activity 1

a) adjective honest[illegible]
d) adjective [illegible] noun

Activity 2

a) commitment, b) decisions, c) strength, d) E[illegible]
e) inspirational, f) trustworthy, g) per[illegible]

Lesson 2

Activity 2

Simple present	Simple past
I admit, I study, I always do, I should do, He [illegible]	We had a test, [illegible]
[illegible] plays video games, they speak English, That sounds	hard, I got a bad grade, I was quite lazy, He said

Activity 3

a) understand; b) got; c) Worrying, d) as[illegible]
g) Finding; h) read, i) read; j) read; k) I[illegible]

Lesson 3

Activity 1

a) What do you mean when you say ...
b) Is this what you mean?
c) Could you tell me more about t[illegible]
d) I'm sorr[illegible]

Activity 2

a) have to/must; b) mustn't; c) [illegible] have to
d) mustn't

Activity 3

[illegible]

5 You don't have to be the center of attention.

6 You have to/must say "please" and "thank you."

Activity 4

a) must / trash / trash can

b) must / attention / teacher

c) mustn't / noisy

d) don't have / right all / time

Lesson 4

Activity 1

1) b; 2) a; 3) c; 4) b; 5) c; 6) a

Activity 2

Polite	Aggressive
3, 4, 6	1, 2, 5

Activity 3

Honestly, **it is** hard for me to say. I love summer, but I **don't** like it when it's very hot. My school and my house **are/get** very hot in summer, so it's uncomfortable. If winter is very cold, I **can't** do anything. Feeling cold is **the** worst feeling in the world in my opinion. I definitely prefer other seasons when it's not **too** hot or cold.

UNIT 4

Lesson 1

Activity 1

a) many; b) Some; c) any; d) much; e) some; f) few; g) little; h) any; i) some j) any

Activity 2

1) e; 2) c; 3) d; 4) a

Activity 3

a) scared; b) cranky; c) emotional

Lesson 2

Activity 1

a) Who was in the family?

b) Where did they live?

c) Were they nice?

d) Which one were you best friends with?

e) Where did they take you?

f) Did you like their house?

Activity 2

a) yogurt; b) pear; c) beef; d) eggplant; e) salmon; f) soda

Lesson 3

Activity 1

a) at; b) to; c) in; d) ago; e) from, to; f) from

Activity 2

a) in; b) to; c) from; d) on; e) on; f) in; g) on; h) to; i) ago

Activity 3

c; d; e; f

Lesson 4

Activity 1

b; d; e; f; h; i

Activity 2

a) Four people (him, his parents, and his grandmother).

b) Because she goes to college in another state.

c) Because he stays at school most of the time.

d) Help find new owners for abandoned pets.

e) Malaysia.

UNIT 5

Lesson 1

Activity 1

a) 2; b) 1; c) 2; d) 2; e) 1

Activity 2

a) think pieces; b) go viral/went viral; c) go off/went off; d) handcuff/handcuffed; e) legions; f) typify/typified; g) dissect

Lesson 2

Activity 1

a; b; e; f; h; i; j

Activity 2

a) I'm; b) isn't; c) it's; d) you're; e) aren't; f) don't; g) doesn't; h) can't/cannot; i) he'll; j) won't; k) I've; l) haven't; m) hasn't; n) she's

Activity 3

a) you're, you're; b) don't, it's; c) won't, it'll; d) It's, can't; e) aren't

Lesson 3

Activity 1

a) I'll help you carry that.

b) I'll be your friend forever.

c) I'll get you some water.

d) I'll go to the USA on vacation.

e) I won't tell anyone your secret.

f) I'll have the fish, please.

Activity 2

a) O; b) P; c) O; d) D; e) P; f) D

Lesson 4

Activity 1

c

Activity 2

a) @HillaryClinton; b) @POTUS44; c) @WifaqulUlama; d) @POTUS44; e) @HillaryClinton

Activity 3

a) 2; b) 4; c) 1; d) 3

UNIT 6

Lesson 1

Activity 1

a) Some; b) any; c) Every; d) no; e) Every; f) Some

Activity 2

a) anyone/anybody, Nobody/No one

b) anything, someone/somebody, nothing, everything

c) Everyone, someone/somebody, something

Activity 3

a) wants; b) Does, know; c) needs; d) understands

Activity 4

a) Be aggressive and include an imbalance of power and repetition.

b) Making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Lesson 2

Activity 1

c; b; a

Activity 2

a) "Are you all good?"

b) mental health

c) reach out to somebody.

Activity 3

a) Count on me.

b) Speak your mind.

c) Work it out.

d) I'll lend you my support.

Activity 4

b; a; d; c

Lesson 3

Activity 1

a) go; b) speak; c) do; d) lend; e) pay; f) help

Activity 2

d; b; a; c

Activity 3

a) Will you call me if you get lost?

b) I won't remember anything if I don't take notes.

c) If I tell you a secret, will you tell anyone?

d) I won't be late if you give me a ride.

Lesson 4

Activity 1

a) My bad

b) I regret doing that

c) I shouldn't have done that

d) Please, forgive me

e) It's my fault

Activity 2

1 Be objective

2 Basic speech structure

3 Less is more

4 Keep eye contact

5 Body language communicates ideas

6 Use visuals

7 Rehearse a lot

8 Speak clearly

UNIT 7

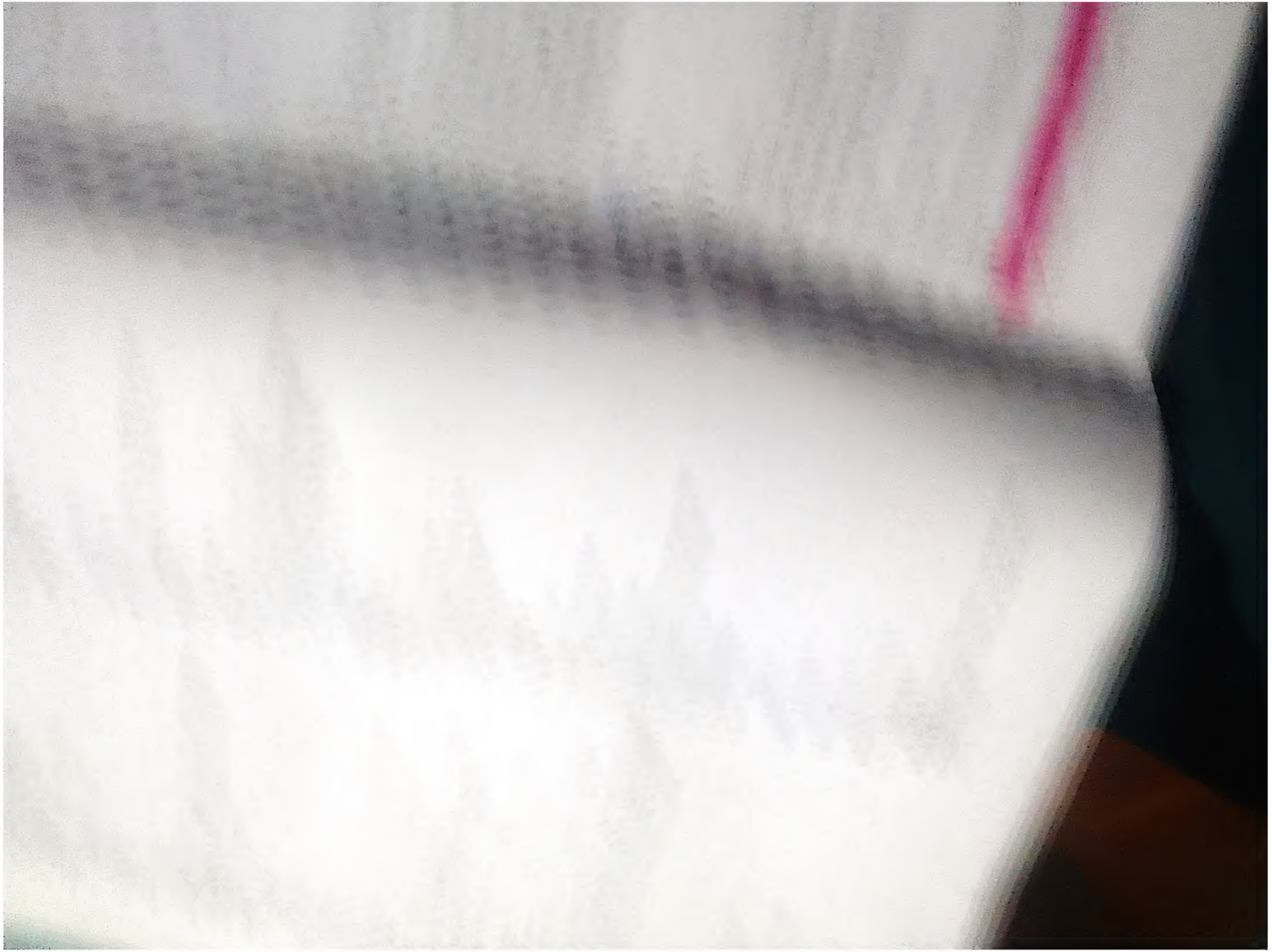
Lesson 1

Activity 1

b; c; a; g; d; e; f; h

Activity 2

Distractions: check e-mails, use social media, watch TV series



UNIT 8

Lesson 1

Activity 1

a) Artificial intelligence will transform medicine.

b) Scientists are going to start a new experiment.

c) I'm going to test the voice recognition feature of my phone.

d) Flying cars won't be a reality very soon.

Activity 2

	Sentences	Form
Prediction	a, d	will
Plan/Arrangement	b, c	be going to

Activity 3

a) 'm going to travel; b) 'll love; c) 'm going to stay; d) 'll have; e) 'm going to make; f) will wear; g) 'll use; h) 'm going to go; i) 'm going to do

Lesson 2

Activity 1

a) soldering; b) 3D printing; c) laser cutting; d) hacking; e) Embedded electronics

Activity 2

a) am/'m reading; b) am/'m meeting; c) am/'m watching; d) am/'m speaking; e) am/'m playing; f) cooking

Activity 3

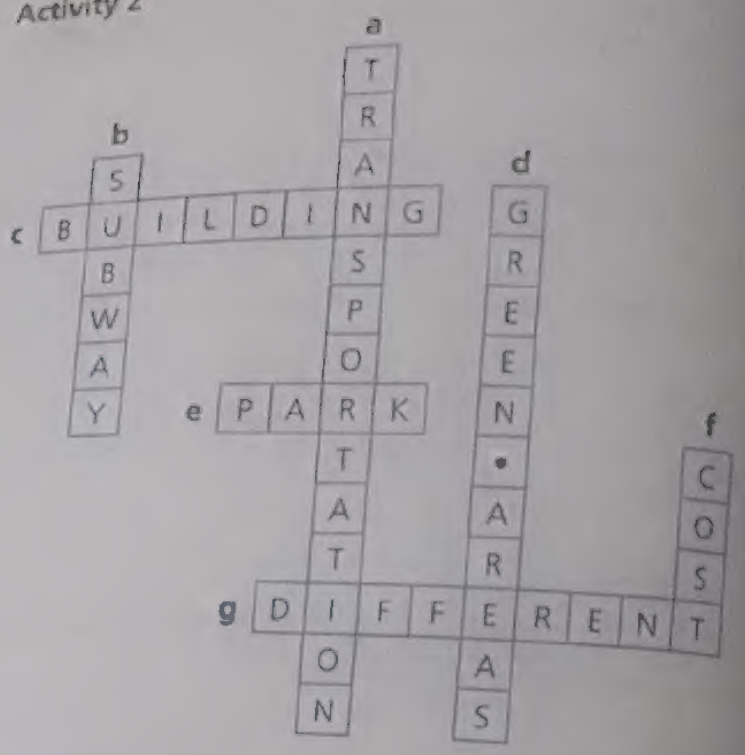
a) are learning; b) are building; c) are discussing; d) are watching; e) are experimenting; f) are using; g) are creating; h) are having

Lesson 3

Activity 1

e; f; g; h

Activity 2



Lesson 4

Activity 2

a) smart device: an electronic device, usually connected to other devices or networks, that operates interactively and autonomously.

b) household assistance: childcare and household duties such as cooking, light housekeeping, and driving the children to school and to activities.

c) solar panel: a panel that absorbs the sun's rays and generates electricity or heating.

d) water saving devices: devices used to save or collect water which would be wasted.

e) artificial intelligence: a system that simulates human intelligence processes using machines.

f) temperature surfaces: surfaces whose temperature can be controlled.

Activity 3

a) PS; b) P; c) S; d) P; e) S; f) PS; g) P